Maryville College Bulletin

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Maryville, Tennessee

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Maryville College Bulletin

ANNUAL CATALOG NUMBER

For the Year 1915-1916

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MARYVILLE COLLEGE
Maryville, Tennessee

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The Catalog: Professor Gillingham.

Rhodes Scholarship: Dean Barnes.

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Professor of German and French.

* On leave of absence for study in Italy.

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Mathematics and Physics.

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English and Bible.

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English and Bible.

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Latin.

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History.

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Mathematics.

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Bookkeeping.

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THE COLLEGE DEPARTMENT

ADMISSION TO THE COLLEGE

Admission to the Freshman Class is by written examination in the subjects given under Statement of Entrance Requirements, or by officially certified statements showing in detail all work for which entrance credit is asked. Candidates are expected to be at least sixteen years of age and of good moral character. They should send their credentials to the Committee on Entrance at as early a date as possible. Those that delay filing an application for admission until the opening of the term will be given only provisional classification, pending a meeting of the Committee on Entrance. The regular application blank of the College, a copy of which will be mailed by the Registrar upon request, provides for the necessary testimonials of character, a pledge to orderly conduct while a member of the institution, detailed statement of subjects completed, and certificates of honorable dismissal. Entrance credit and classification granted on certificates are conditional, and will be canceled if the student is found to be deficient.

STATEMENT OF ENTRANCE REQUIREMENTS

The requirements for entrance are stated in units. A unit is the equivalent of five forty-five-minute recitation periods a week during a full academic year, in subjects above the eighth grade of the common school.

For admission to full standing in the Freshman Class fifteen units are required, as specified below:

1. ENGLISH.—Three units required; four may be offered.
   (a) Grammar. A knowledge of technical terminology and syntax.
   (b) Rhetoric and Composition. The ability to write correctly and clearly; a knowledge of the principles of punctuation, capitalization, sentence structure, and paragraphing.
   (c) The College Entrance Requirements in Literature recommended by the Conference on Uniform Entrance Requirements in English. For the texts recommended for study and practice and for reading, see the lists scheduled for the English classes in the Preparatory Department.

2. LANGUAGES OTHER THAN ENGLISH.—Four units required.
LATIN.—Four units may be offered.
   (a) Fundamentals of grammar, and translation.
   (b) Cæsar, Gallic War, Books i-iv. Composition.
   (c) Cicero, six orations; Sallust, Catiline. Composition.
   (d) Vergil, Æneid, Books i-vi. Composition, mythology, prosody.

GREEK.—Two units may be offered.

(a) Elements of grammar, and translation. Xenophon, Anabasis, Book i.

(b) Xenophon, Anabasis, Books ii-iv; Homer, Iliad, Books i-iii. Composition, mythology, prosody.

GERMAN.—Two units may be offered.

(a) Pronunciation, grammar, reading, reproduction, and composition.

(b) Reading of about five hundred pages from simple texts, with reproduction and composition.

FRENCH.—Two units may be offered.

(a) Pronunciation, grammar, dictation, with the reading of about five hundred pages from simple texts.

(b) Grammar and composition. Reading of about one thousand pages from texts of intermediate grade.

3. MATHEMATICS.—Three units required; four may be offered.

(a) Algebra, to radicals.

(b) Algebra, including radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coefficients, and equations in general.

(c) Plane Geometry. Five books, together with original demonstrations.

(d) Solid Geometry and Plane Trigonometry.

4. NATURAL SCIENCES.—Two units required.

5. ELECTIVE.—Three units. Any three units of standard high-school work that may be accepted by the Committee on Entrance.

ENTRANCE WITH CONDITION

A candidate may be admitted with condition not exceeding one unit, which must be absolved before admission to the Sophomore Class.

ENTRANCE WITH ADVANCE CREDIT

Admission with credit for college courses or with advanced standing will be granted only upon the presentation of certificates showing that the candidate, having previously had fifteen units of preparatory work, has satisfactorily completed the college studies, or their equivalent, for which credit is asked. Candidates will not be admitted to the graduating class for less than one full year's residence work.

SPECIAL STUDENTS

The College makes provision for two classes of special students, not matriculated in the regular classes of the College or the Preparatory Department.

Irregular Collegiate Students.—Candidates offering for entrance a sufficient *number* of units to entitle them to standing in the Freshman Class, but deficient in more than one of the *specified* units required by this institution, may, at the discretion of the Committee on Entrance, be admitted as irregular collegiate students until they have absolved their conditions and attained full standing in a regular college class. Students of collegiate rank desiring to take an irregular or partial course and not seeking a degree may be allowed to select such studies as they show themselves qualified to pursue.

Special Students.—Students desiring to study only music, expression, art, or home economics, or seeking only courses in Bible training, are classified under their respective departments. Those whose academic training would entitle them to college classification in literary courses are classed as College Special Students; all others as Preparatory Special Students. They have all the privileges offered to any students, such as the advantages of the libraries, the literary societies, the dormitories, and the boarding club. Young women rooming in the college dormitories and desiring chiefly music, expression, or art, are required to take a sufficient number of literary courses to make up, together with their work in the departments mentioned, fifteen recitation hours a week.

REQUIREMENTS FOR GRADUATION

The College offers courses of study leading to the degree of Bachelor of Arts. To attain the degree a minimum of thirty-six courses must be completed. A "course" is a study pursued for five one-hour recitation periods a week throughout one term. A term is one-third of the scholastic year, and three courses in any subject constitute, therefore, a year's work in that subject. All courses recite five hours or their equivalent a week. Courses requiring laboratory practice or field-work take additional hours, as indicated in the description of the courses.

The thirty-six courses required for graduation represent four full years of work, nine courses a year (or three a term) being the minimum amount required of all students. Since all courses recite five hours a week, fifteen hours a week is the normal amount of work expected of each student. A student is permitted to take four courses a term (twenty hours a week) if his average grade in the subjects pursued during the preceding term was not less than ninety per cent.

Twenty-seven of the thirty-six courses are required of candidates for the Bachelor's degree in all groups, and are distributed as follows:

English, 6 courses.
Other Languages, 8 courses.
Mathematics, 1 course.
Science, 4 courses.
Philosophy, 1 course.
Psychology and Education, 2 courses.
Bible, 5 courses.

In addition to these twenty-seven courses, nine courses must be elected from the following groups in order to make up the total number of thirty-six required for graduation:

1. Classical.
2. Modern Languages.
3. Science.
4. Mathematics.
5. Education.
6. English Literature and History.
7. Psychology and Philosophy.
8. Social Science.
9. General.

The special requirements for the respective groups are as follows: In the Classical Group, twelve language courses shall be taken, and may be arranged in one of the following combinations: (a) Latin six and Greek (or German) six; (b) Latin nine and Greek (or German or French) three; (c) Greek nine and Latin (or German or French) three. In the Modern Languages Group, twelve courses in modern languages (or eleven, in case Spanish is elected) shall be taken. In the Science Group, besides the four required science courses, seven additional courses, either of chemistry or of biology, shall be taken and at least two years of German or French. In the Mathematics Group, eight courses in mathematics shall be taken. In the Education, English Literature and History, and Psychology and Philosophy Groups, all the courses offered in the respective groups shall be taken. In the Social Science Group, eight courses selected from the departments of economics, sociology, and political science shall be taken. Students that meet all the requirements for graduation, but do not meet the requirements of any of the afore-mentioned groups, shall be graduated in the General Group. The name of the group in which a student graduates will be indicated on the diploma.

GRADUATION HONORS

The distinction of SUMMA CUM LAUDE is conferred upon such members of the graduating class as shall have had twelve terms (four years) of residence study in the College Department, with an average grade of ninety-five per cent.

The distinction of MAGNA CUM LAUDE is conferred upon such members of the graduating class as shall have had at least nine terms (three

years) of residence study in the College Department, with an average grade of ninety-two and a half per cent.

The distinction of CUM LAUDE is conferred upon such members of the graduating class as shall have had at least six terms (two years) of residence study in the College Department, with an average grade of ninety per cent.

This distinction is indicated on the diploma, and published in the Commencement program, and in the catalog number of the BULLETIN for the ensuing year.

The Faculty also chooses from among the honor graduates one young man and one young woman to represent the class as orators on Commencement Day.

PRE-MEDICAL COURSE

For the benefit of students preparing to study medicine but unable first to complete the full four years' college course leading to a degree, the College provides a special course covering those college studies demanded for entrance to medical schools of Class A standard, as classified by the American Medical Association. The course of study, which may be completed in one year, consists of the following courses, described under Departments of Instruction: Chemistry 1 and 2; Physics 1 and 2; Biology 4 and 10; and French 1, 2, and 3. Fourteen standard units of high-school work are required for admission to this course of study. This does not, however, admit to the regular college course, for which the College requires fifteen units. A student completing the pre-medical course will be certified to to the medical school that he may wish to enter.

CERTIFICATES OF CREDIT

Graduates and undergraduates that have left college in good standing may, if they so desire, receive an official statement of their credits, upon application to the Registrar. No charge is made for this certificate when issued in the form adopted by the College. For the filling out of special blanks, prepayment of one dollar for each blank is required. Duplicates of certificates may be had by paying for the clerical expense involved.

SYNOPSIS OF COLLEGE COURSES

Freshman Year	*Fall*	*Winter*	*Spring*
English	—	*2	*3
Mathematics	*2	4	10
Latin	1	2	9
Greek	1	2	3
German	1	2	3
Chemistry	†1	†2	3, 11
Psychology	1	2	—
History	8	1	2
Education	1	2	—
Bible	‡1	2	3
Sophomore Year			
English	*1, 12	5, 13	6
Mathematics	8	6	7
Latin	3, 11	4, 12	5
Greek	4	5	11
German	4	14	9
French	1	2	3
Chemistry	12	—	—
Biology	†1, 3	†2	†4
Psychology	—	3	—
Social Science	2	12	13
History	—	7	3
Education	3	4	5
Bible	‡4	5	6
Junior Year			
English	4	11	—
Mathematics	—	9	11 or 12
Latin	6	7	8
Greek	6	7	8, 9, or 10
German	5 or 7	6 or 15	12 or 13, 10
Chemistry	4	5	6
Biology	—	5	6, 7, or 8
Physics	†1	†2	3
Philosophy	*2	—	—
Political Science	—	1	2
Social Science	14	15	16
History	4	5	—
Education	—	—	6
Bible	‡7	8	9
Senior Year			
English	7	8	9, 10
Mathematics	—	—	13
Latin	—	—	10
Spanish	1	2	—
Hebrew	1	2	—
Geology and Mineralogy	1	2	3
Chemistry	7	8	9
Biology	—	9	10
Psychology	4	6	5, 7 or 8
Philosophy	—	‡3	‡4
Political Science	3, 4, 5, 8	6	7
Education	—	—	7, 8
Bible	‡10 or 11	—	—

*Required in all groups leading to a degree.
†Two courses in each of two natural sciences are required.
‡Required Bible may be taken in any term, but Seniors take Philosophy 3 and 4.

DEPARTMENTS OF INSTRUCTION

NOTE: The courses in each department are numbered consecutively, beginning with 1. The omission of a number indicates that a course has been discontinued. New courses receive new numbers and are inserted in the Synopsis and in the description of courses in the curriculum year to which they belong.

PHILOSOPHY

DEAN BARNES AND PROFESSORS GILLINGHAM AND MYERS

2. Logic. Hill's Jevons' Logic, in connection with questions and exercises prepared for the class. The practical work given in the exercises appended in the text-book is required, and also much original work in Induction connected with every-day questions, the aim being to make the study of practical service in such reasoning as will be met by the student in his subsequent experiences in life. Required in all groups. Junior year, fall term.—PROFESSOR MYERS.

3. The Grounds of Theistic and Christian Belief. Dr. Fisher's work is made the basis of classroom study and recitation. The principal theistic and anti-theistic arguments are reviewed, and then the main historical and philosophical arguments for belief in the Christian religion are considered. Required in all groups. Senior year, winter term.—PROFESSOR GILLINGHAM.

4. Ethics. The leading conceptions of moral theory are approached by the historical method. The student is led to see that moral problems are real problems, which are solved best by reflective thought that is guided by Christian ideals. The various types of ethical theory are discussed. Special emphasis is placed upon the ethics of social organizations: the state, the economic life, and the family. The text of Dewey and Tufts is placed in the hands of the students, and is supplemented by the works of Sidgwick, Green, Martineau, and Spencer. Prerequisite, one course in psychology. Required in all groups. Senior year, spring term.—DEAN BARNES.

PSYCHOLOGY

DEAN BARNES

1. Elementary Psychology. This course is designed for students taking the Teachers' Course. It is a text-book course, supplemented by lectures and typical experiments. Pillsbury's Essentials of Psychology is

used as a text-book. This course is identical with Education 1. Freshman year, fall term.

2. Psychology Applied to Education. The discussion of psychological problems which have reference to education; theory of recapitulation, correlations between mind and body, instinct, memory, imagination, apperception, interest, work, fatigue, motor control, and volition. The text-book used is Bolton's Principles of Education, supplemented by lectures. This course is identical with Education 2. Freshman year, winter term.

3. Child Psychology. Problems, methods, and data in the psychological growth of children and youth. This course is developed with special reference to the dynamic conception of the mind, and mental growth as a function of sensori-motor coordination. From this point of view, attention, perception, apperception, interest, habit, and will are discussed. The course is designed to show the application of psychological laws and principles to educational theory and practice. This course is identical with Education 4. Sophomore year, winter term.

4. Advanced General Psychology. A study of the psycho-physical organism by means of the Auzoux models, sensation, habit, attention, perception, memory, imagination, reasoning, emotions, and volition. Typical experiments. Lectures, readings, discussions, and reports. Prerequisite, Psychology 1 or 2. Senior year, fall term.

5. Educational Psychology. Psychology applied to teaching and management in the high school and upper grammar grades; a study of the group consciousness and social instincts of adolescents, competition, rivalry, sex, dress, social organization, with special reference to the meaning of these facts in their application in the organization of the school. This course is identical with Education 8. Prerequisites, Psychology 1, 2, and 3. Senior year, spring term.

6. Social Psychology. A study of group consciousness and social origins. Relation of the psychic life of the group to the group activities. Instruction and discipline of children by the parents and by the group. Comparison of the mental traits of different races and social classes. Psychology of the crowd, the mores, and folkways. Open to Seniors and to Juniors who have had Psychology 1, 2, 3, and 4. Senior year, winter term.

7. Experimental Psychology. This course consists of experiments in acoustics, haptics, optics, reactions, taste, and smell. Titchener's Experimental Psychology is used as a text, supplemented by the works of Külpe, Sanford, Judd, and Myer. Senior year, spring term.

8. Experimental Psychology. This course is a continuation of Course 7. Special emphasis is placed upon the study of the reaction experiment by the use of the Hipp chronoscope. Senior year, spring term.

POLITICAL SCIENCE

DEAN BARNES

1. Liberty. This course consists of a study of the idea of the nation, and of the character and distribution of nationalities; a development of the idea and conception of the state, and a study of its origin, forms, and ends; a history of the formation of the constitutions of the states of Great Britain, the United States, Germany, and France, and of the organization of these states within their respective constitutions, and a study of liberty as guaranteed in their constitutions. The text-book is Burgess' Political Science, Volume I, supplemented by Story's Commentaries, and Thayer's and McClain's Cases, and the works of other authors. Junior year, winter term.

2. Government. A study of the forms of government, the constructions, powers, and duties of the legislative, executive, and judicial departments of the governments of Great Britain, the United States, Germany, and France. The text-book is Burgess' Political Science, Volume II, supplemented by the works of Story, Macy, and other authors. Junior year, spring term.

3. International Law. This course consists of the elements of international law, with an account of its origin, sources, and historical development. Lawrence's text-book is used, and the course is supplemented by prescribed readings in the works of Woolsey and Hall, and in Scott's and Snow's Cases. Senior year, fall term. (Not to be given in 1916-1917.)

4. The Process of Legislation and Parliamentary Law. This course is planned to familiarize students with legislative structure and procedure, national, state, and municipal; it includes also a study of the structure and procedure of political conventions and similar bodies, and the theory and practice of parliamentary law. Open to students who have had Political Science 1 and 2. Senior year, fall term.

5. Political Parties. A study of the history, organization, and methods of action of political parties in the United States. Growth of the party system; primary and convention systems; permanent party organization; reform movements; and the value and theory of the party system. Senior year, fall term. (Not to be given in 1916-1917.)

6. Comparative Governments. A comparative study of the governments of Greece, Rome, France, and Germany. Ogg's Governments of Europe is used as a text, supplemented by Lowell's Governments and Parties in Continental Europe. Senior year, winter term. (Not to be given in 1916-1917.)

7. Comparative Governments. A comparative study of the governments of Switzerland, Austria-Hungary, Sweden, Norway, Great Britain,

and the United States. Ogg and Lowell are the texts, supplemented by Taswell-Langmead, Ridges, Low, Goodnow, Cooley, and Story. Senior year, spring term. (Not to be given in 1916-1917.)

8. Constitutional Law. This course is a brief study of the elementary principles of constitutional law exemplified by cases. Hall's text and McClain's and Thayer's Cases are used. Senior year, fall term.

SOCIAL SCIENCE

ASSOCIATE PROFESSOR JOHNSON

2. Practical Sociology. This course deals with the units of social organization, questions of population, questions of the family, the labor system, social well-being, and the defense of society. Sophomore year, fall term.

12. City Problems. The first half of this course is devoted to the study of Howe's The Modern City and Its Problems. This book deals in general with the governments and problems of modern cities in England, Germany, and the United States. The second half is a study of Wilcox's Great Cities in America, in which the problems of six great American cities are specifically discussed. Sophomore year, winter term.

13. Rural Problems. This course is designed to show the scope of rural sociology, to compare the advantages of country and city, to mark out the nature of the rural problem, to consider such improvements as are conducive to rural community welfare. The text-book is Gillette's Constructive Sociology. Sophomore year, spring term.

14. Economic Principles. This is an elementary course presenting the fundamental concepts and problems of economics to serve as a general survey of the subject. The text-book is Bullock's Introduction to the Study of Economics. Junior year, fall term.

15, 16. Economic Principles. These courses are designed to provide advanced study in the field of economics. A philosophic study of the economic principles that explain the industrial conditions of modern countries, particularly of the United States. The organization of production, value and exchange, money, international trade, distribution of wealth, labor problems, problems of economic organization, and taxation are the chief questions considered. Taussig's Economic Principles is used as a text-book. Junior year, winter and spring terms.

EDUCATION

For the courses in Education see the descriptive text regarding the Teachers' Department.

MATHEMATICS

PROFESSOR KNAPP

2. Plane Trigonometry. Definitions and fundamental notions; systems of angular measurement; trigonometric formulæ, their derivation and transformation; solutions of equations and of numerical problems. Required in all groups. Students that present Plane Trigonometry for college entrance take Course 4 or 9. Freshman year, fall term.

4. Plane Analytic Geometry. Rectilinear and polar systems of coordinates; the straight line, circle, parabola, ellipse, and hyperbola; tangents and normals; general equation of the second degree and certain higher plane curves. Prerequisite, Mathematics 2. Either this course or Course 9 required of students that present Plane Trigonometry for college entrance. Freshman year, winter term.

10. Plane Surveying. The use and adjustments of instruments, and the methods employed in practical surveying. The work includes chaining, triangulation, leveling, calculating areas and earthwork, establishing grades, dividing land, railway location, laying out curves, mapping, and topographical work. Special attention is given to field-work. Prerequisite, Mathematics 2. Freshman year, spring term.

8. College Algebra. Logarithms; series; permutations, combinations, and probability; determinants and the theory of equations. Sophomore year, fall term.

6, 7. Differential and Integral Calculus. Differentiation of algebraic and transcendental functions, with elementary applications of the calculus, especially in maxima and minima, and in the expansion of functions, the general treatment of curve tracing, asymptotes, inflection, curvature, and singular points; radius of curvature and envelopes. Direct integration of elementary forms, including integration by decomposition of fractions; integration by substitution, by parts, and by the aid of reduction formulæ. Applications particularly in the rectification, quadrature, and cubature of curves. Prerequisite, Mathematics 4. Sophomore year, winter and spring terms.

9. Astronomy. A general survey; definitions; description and use of instruments; earth, moon, sun, planets, aerolites and shooting stars, comets, fixed stars; stellar and planetary evolution. Prerequisite, Mathematics 2. Either this course or Course 4 required of students that present Plane Trigonometry for college entrance. Junior year, winter term.

11. Spherical Trigonometry and Solid Analytic Geometry. The development and transformation of formulæ; solution of spherical triangles with applications in geodesy, navigation, and astronomy. Systems of coordinates in solid analytic geometry; loci; lines, planes, surfaces; general

equations of the second degree; ruled surfaces. Prerequisite, Mathematics 4. Junior year, spring term.

12. Differential Equations. Equations of the first and second orders; linear equations; solutions of equations by series; miscellaneous applications. Prerequisites, Mathematics 6 and 7. Junior year, spring term.

13. The History of Mathematics. Mathematical knowledge and methods of primitive races; Egyptians; the Greek schools; the Middle Ages and the Renaissance; mathematics of the seventeenth and eighteenth centuries; recent times; résumé by topics with a study of the methods of teaching elementary mathematics. Senior year, spring term. (Not to be given in 1916-1917.)

CHEMISTRY

Professor McClenahan and Laboratory Assistants.

1. General Inorganic Chemistry. A beginner's course in modern chemical theory and practice. Suitable experiments are selected, but the requirements of the course center about lectures and quizzes, both oral and written. Mellor's Modern Inorganic Chemistry is the text. Laboratory practice, four hours a week; lectures and quizzes, three hours. Freshman year, fall term.

2. General Inorganic Chemistry. A continuation of Course 1 during the first half of the winter term. Second half of the winter term, an introduction to Qualitative Chemical Analysis. The work of the latter half of the term has to do more particularly with the metals. The order of their presentation for discussion and laboratory study follows the analytical order as outlined in Gooch and Browning's Outlines of Qualitative Chemical Analysis. Continual reference is made to Mellor's Modern Inorganic Chemistry. Laboratory practice, six hours a week; lectures and quizzes, two hours. Freshman year, winter term.

3. General Inorganic Chemistry and Qualitative Analysis. A continuation of Course 2. This is more particularly a course in metallurgical and applied chemistry with respect to the lectures, and in analytical chemistry with respect to the laboratory. The same text is used as in Course 2. Laboratory practice, six hours a week; lectures and quizzes, two hours. Freshman year, spring term.

11. Elementary Organic and Household Chemistry. Designed primarily for students in Home Economics. Laboratory practice, six hours a week; lectures, two hours. Prerequisites, Chemistry 1 and 2. Freshman year, spring term.

12. Advanced Household Chemistry. A course dealing with elementary biochemistry, chemical sanitation, food analysis, and poisons. This is

a laboratory course of eight laboratory hours and one lecture a week. Much use is made of the library. The study is topical. Prerequisites, Chemistry 1, 2, and 11. Sophomore year, fall term.

4. Quantitative Chemical Analysis. A laboratory course of eight hours a week in the volumetric and gravimetric methods ordinarily employed in quantitative chemical analysis. The instruction is individual, and there is continual reference to the well-stocked reference library and to current literature. Independence of thought is the aim, and the most scrupulous care to exactness of technic is required. One hour a week in addition is devoted to quizzes and informal discussions. Prerequisites, Chemistry 1, 2, and 3. Junior year, fall term.

5. Quantitative Chemical Analysis. A continuation of Course 4. Junior year, winter term.

6. Quantitative Chemical Analysis. A continuation of Course 5. Junior year, spring term.

7. General Organic Chemistry. Text-book, Perkin and Kipping's Organic Chemistry. Laboratory practice, eight hours a week; lecture or quiz, one hour. Senior year, fall term.

8. General Organic Chemistry. A continuation of Course 7. Senior year, winter term.

9. General Organic Chemistry. A continuation of Course 8, with some definite applications to biological chemistry, both analytical and theoretical. Senior year, spring term.

For acceptable substitutes for Chemistry courses in the Science Group, see Geology and Mineralogy.

GEOLOGY AND MINERALOGY

PROFESSOR MCCLENAHAN

1. Mineralogy. A laboratory course of eight hours a week, accompanied by one hour lecture a week. Brush-Penfield's Determinative Mineralogy is the manual. Prerequisites, Chemistry 1, 2, and 3. Senior year, fall term.

2. General Geology. Dynamic and Structural. Chamberlain and Salesbury's College Geology is the text. Prerequisites, Chemistry 1, 2, and 3. Senior year, winter term.

3. General Geology. Historical. A continuation of Course 2. Much use is made of the United States Geological Folios and Atlas. Also occasional field trips are made to interesting localities in the county. Senior year, spring term.

Geology 1, 2, and 3 may be substituted for Chemistry 7, 8, and 9 by students electing the Science Group.

PHYSICS

PROFESSOR KNAPP

1. Mechanics and Heat. Lectures, recitations, and quantitative experiments. Prerequisite, Mathematics 2. Laboratory practice, four hours a week; recitations, three hours. Junior year, fall term.

2. Sound and Light. A continuation of Course 1. Junior year, winter term.

3. Electricity and Magnetism. A continuation of Course 2. Junior year, spring term.

BIOLOGY

MISS GREEN AND LABORATORY ASSISTANTS

1. General Invertebrate Zoology. Classroom work, accompanied by dissection of typical forms, and field-work. Text-book, Colton's Zoology. Prerequisite, elementary physiology. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, fall term.

2. General Vertebrate Zoology. Classroom work, accompanied by dissection of typical forms, and field-work. Text-book, Colton's Zoology. Prerequisite, elementary physiology. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, winter term.

3. Botany. Life History of Plants from Seed to Flower. Emphasis is laid upon the chief problems involved in the physiology, ecology, and morphology of the seed, the developing plant, and the flower. Text-book, Bergen and Davis' Principles of Botany. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, fall term.

4. Botany. Plant Morphology. A rapid morphological survey of the four great plant groups. Text-book, Bergen and Davis' Principles of Botany. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, spring term.

5. Botany. Plant Physiology. A study of the most evident life relations of plants, embracing the fundamental principles of plant physiology. Classroom work, accompanied by experimental work in the laboratory. The work is not confined to any one text-book, but references are given out to various standard text-books on plant physiology. Prerequisite, Biology 3. Laboratory practice, four hours a week; recitations, three hours. Junior year, winter term.

6. Botany. Morphology of Thallophytes. A more detailed study of the algae and fungi. The knowledge obtained of rusts, smuts, mildews, and molds renders this a valuable course from an economic standpoint. Lichens abound in this vicinity. Prerequisite, Biology 4. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

7. Botany. Morphology of Bryophytes and Pteridophytes. Mosses, liverworts, ferns, equisetums, and lycopods are more thoroughly studied. The abundance of bryophytes and ferns in the surrounding region makes this an attractive group. Prerequisites, Biology 4 and 6. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

8. Botany. Morphology of Gymnosperms and Angiosperms. Prerequisites, Biology 4, 6, and 7. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

9, 10. Advanced Physiology. Classroom work and laboratory experiments, bringing out the fundamental principles of the circulatory, respiratory, digestive, and nervous systems. This course is especially valuable to students intending to take up the study of medicine. Prerequisites, elementary physiology, elementary physics, Biology 2, and Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Senior year, winter and spring terms.

Courses 3, 4, and 5 will be given each year, and either Course 6, 7, or 8. By this alternation of courses, a student will be given an opportunity to pursue the subject further than would otherwise be possible.

HISTORY

ASSOCIATE PROFESSOR JOHNSON

8. Eighteenth Century European History. In this course special emphasis is laid upon political and fundamental economic matters, such as the Industrial Revolution, commerce and colonies, the internal reforms of the European states, and the general advance of science. The text-book is Robinson and Beard's The Development of Modern Europe, Volume I. Freshman year, fall term.

1. Nineteenth Century European History. The object of this course is the study of conditions in Western Europe as they have been developed from the French Revolution. The subjects include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire, and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member and pursued throughout the course. Freshman year, winter term.

2. History of Civilization. Among the subjects studied are the influence of the Church, the Italian Renaissance, and the German Reformation. The work is done to some extent in text-books or prescribed authors, but students are required to submit oral reports of special library work. Freshman year, spring term.

7. Roman History and Politics. This course is given in English. No language requirement. A general survey of Roman History from the

earliest period until the time of Charlemagne. During the latter part of the term the class makes a careful study of the political development of the Roman State. The texts used are Abbott's Short History of Rome and Abbott's Roman Political Institutions. This course is identical with Latin 12. Sophomore year, winter term.

3. Church History. A general survey of the history of the Church from the first century to the present time, with especial emphasis upon the great leaders and thinkers of the Church. Text-book and library work. Sophomore year, spring term.

4, 5. American History. In this course a study of the development of the United States from the close of the American Revolution to the present time is presented. The course emphasizes those things which have been especially instrumental in the growth of our nation. The text-book is Fish's The Development of American Nationality. Junior year, fall and winter terms.

ENGLISH LANGUAGE

PROFESSORS MYERS AND HOYT

2, 3. Rhetoric. Genung's Practical Elements of Rhetoric, with illustrative examples, is studied, and the students are familiarized with the principles of style and invention. Practical exercises accompany the study of the text-book. This is accompanied by work in Rhetorical Analysis, consisting of application of the principles referred to above. The work is altogether practical, and consists of rhetorical criticism of selections of English prose and of original work in sentence structure, paragraphs, and longer compositions prepared by the students both in and for the class-room. Required in all groups. Freshman year, winter and spring terms.

1. Outlining and Argumentation. *Five Weeks.*—Outlining or analysis of topics for discussion. Analytical study of the principles of debating. Practical work is done in accordance with an approved system of principles and rules. The absolute necessity of method in all composition is emphasized. At least fifteen outlines of assigned topics are presented by each student, and criticised and returned by the professor. *Nine Weeks.*—Argumentation. This part of the course follows the work in outlining and involves the application of the principles that have been studied in the production of finished argumentative exercises, which are delivered in class, and criticised by the instructor. Attention is given to the delivery as well as to the thought and composition, since the aim of the course is to develop the power of effective public address. Required in all groups. Sophomore year, fall term.

12, 13. Public Speaking. The first term's work includes a study of the science of tone production and practice in the delivery of good ex-

amples of oral discourse. It involves also some study of the science of effective public speaking, based on a text-book. The second term's work is a continuation of that of the first term. More emphasis is placed on the interpretative aspect of the oral work. During this term a detailed study of the text-book on public speaking is carried on, and the principles are put into practice in the form of original exercises by the students. Sophomore year, fall and winter terms.

ENGLISH LITERATURE

MRS. ALEXANDER

5, 6. English Literature. A survey of the entire field of English Literature from its beginning to the death of Victoria. As a guide, Long's History of English Literature is employed, but much use is made of Saintsbury, Garnett and Gosse, and other advanced works in this subject. The development of the literature from period to period is carefully noted, and the lives, works, and characteristics of the more prominent authors are studied and criticised. Sophomore year, winter and spring terms.

4. American Literature. Two weeks are devoted to Colonial literature. The rest of the time is given to a careful study of the works of the leading American poets and prose writers of the nineteenth century. Library work and Page's Chief American Poets. Junior year, fall term.

11. Development of English Poetry. This course is an introductory study of the technic of the art of verse. The forms of English poetry are studied, including the epic, ballad, sonnet, ode, and other lyrics. These forms will be traced in examples from Chaucer to Tennyson. The object of the course is to increase the enjoyment and appreciation of poetry by insight into the methods of the poets and by acquaintance with the best examples of their art. Junior year, winter term.

7. Nineteenth Century Prose. This course is a study of representative nineteenth-century prose writers, with especial attention to the development of the essay and of prose fiction. The work is based on typical essays of Lamb, Macaulay, Carlyle, Ruskin, Stevenson, and Arnold; and representative fiction by Jane Austen, Charlotte Bronté, George Eliot, Thackeray, Meredith, and Kipling. Senior year, fall term.

8. Shakespeare. A chronological study of Shakespeare, noting the development of his poetic art; with introductory lectures on the evolution of the drama, and on the contemporaries of Shakespeare. Senior year, winter term.

9. Nineteenth Century Poets. A study of Wordsworth, Tennyson, and Browning, with introductory lectures, classroom criticism, and papers on assigned subjects. Senior year, spring term.

10. Theme Writing. This course gives instruction and practice in the four kinds of composition: exposition, argumentation, description, and narration. Daily exercises and themes are written and criticised in class. These are designed to illustrate the use of words and the structure of sentences and paragraphs, and to give general practice in writing on various subjects. In addition, at least four themes, of from a thousand to fifteen hundred words each, must be handed in. Senior year, spring term.

LATIN

PROFESSOR DAVIS

1. Livy. Book xxi and selections from Book xxii. The class makes a thorough study of the historical setting of Livy's narrative. Special emphasis is laid upon the syntax. Sight reading. Freshman year, fall term.

2. De Senectute and De Amicitia. A careful study of De Senectute, followed by a rapid reading of De Amicitia. Special attention is given to the author's thought and style, and to practice in translation. Sight reading. Freshman year, winter term.

9. Tacitus and Seneca. Tacitus' Agricola and selections from the writings of Seneca. The class makes a critical study of the historical setting, structure, and purpose of the Agricola. The characteristics of Silver Latin as illustrated in the style of Tacitus and Seneca receive close attention. Freshman year, spring term.

3. Cicero and Pliny. Selections from the letters of Cicero and Pliny. The letters read will be such as illustrate the life, customs, and political history of the times, and the characters of the writers. Sight reading. Prerequisite, one of the preceding courses. Sophomore year, fall term.

4. Horace. Odes and Epodes. This course together with Course 5 presents a general view of the works of the poet Horace. By this time the student has a sufficient knowledge of the grammatical structure of the language to enable him to study the poems of Horace from a literary viewpoint. Special attention is paid to the metrical structure, and the class receives thorough drill in scansion. Prerequisites, two of the preceding courses. Sophomore year, winter term.

5. Horace and Juvenal. Selections from the Satires and Epistles of Horace, including the Ars Poetica, and selections from the Satires of Juvenal. A continuation of Course 4. The class makes a careful study of the origin and development of Roman satire. Prerequisite, Latin 4. Sophomore year, spring term.

6. Roman Literature of the Republic. The work of this year consists of a thorough and systematic review of the whole period of Roman

literature — its beginnings, development, and decline — with special reference to its connection with Roman history. Courses 6, 7, and 8 should be taken in succession. They presuppose thorough familiarity with Latin syntax, a good working vocabulary, and considerable practice in translation. All the preceding courses should be taken before these are attempted. The texts used are Fowler's History of Roman Literature and Smith's Latin Selections. Readings from representative authors. Lectures by the professor in charge. Reports are required on assigned portions of the various histories of Latin literature and other reference works. The work of this term is a study of the fragments of early Latin, the plays of Plautus and Terence, Lucretius' De Rerum Natura, Catullus, and the prose writers of the age of Cicero. Junior year, fall term.

7. Roman Literature of the Empire (A). The Augustan Age. A continuation of Course 6. Selections from Vergil's Eclogues and Georgics and Books vii to xii of the Æneid, Horace's Epodes, Ovid, and the Elegiac Poets, and the prose writers of the period. Junior year, winter term.

8. Roman Literature of the Empire (B). Silver Latin, and Post-classical Latin. A continuation of Course 7. Selections from Lucan, Seneca, Martial, Pliny the Elder, Quintilian, Tacitus, Suetonius, Apuleius, Minucius Felix, and others. Junior year, spring term.

10. Teachers' Course. This course is intended to assist those who expect to teach high-school Latin. After a systematic survey of the principles of the language, the class considers the most effective methods of teaching First Latin, Cæsar, Cicero, and Vergil. Lectures, discussions, papers, and collateral reading. Open to students who have had at least one reading course. This course is identical with Education 7. Senior year, spring term.

11. Mythology. This course is given in English, and is intended primarily for those that have no knowledge of Latin. It will prove valuable, however, to classical students that desire a more thorough acquaintance with the mythology of Greece and Rome. The work includes a general survey of Græco-Roman Mythology, a study of ancient Roman religious rites and festivals, and a brief outline of Norse and Egyptian mythology. Stress is laid upon the influence of the Myths on English Literature. Selections from Milton, Shakespeare, and Dante are read in class, and collateral reading in English Literature is required. Sophomore year, fall term.

12. Roman History and Politics. This course is given in English. No language requirement. A general survey of Roman History from the earliest period until the time of Charlemagne. During the latter part of the term the class makes a careful study of the political development of the Roman State. The texts used are Abbott's Short History of Rome

and Abbott's Roman Political Institutions. This course is identical with History 7. Sophomore year, winter term.

GREEK

PROFESSOR DAVIS

1, 2, 3. College Beginning Greek. This course is designed only for students sufficiently well prepared in other subjects to enable them to complete the entrance Greek in one year. The work of the fall term purposes to secure a mastery of the principal inflections, a careful study of the principles of syntax, and facility in reading and writing easy sentences in Greek. In the winter term the reading of the Anabasis is begun, continuing through the spring term with a thorough review of Greek grammar and Greek composition. Selections from other authors are brought in for sight translation. Freshman year, fall, winter, and spring terms.

4. Herodotus and Thucydides. Selections from the works of Herodotus and Thucydides are read. A careful study of the dialect of Herodotus is made, and special reading is assigned on the rise and development of history as a division of Greek literature. A study of the history of Greek literature is begun, based on Wright's and Jebb's texts, with assigned reading in Mueller and Mahaffy. Sophomore year, fall term.

5. Lucian. Several of the more important dialogs are read, and the peculiarities of the late Attic style are studied. The study of the history of Greek literature is continued. Sophomore year, winter term.

11. Greek Testament. One of the Gospels or the Acts is read in class, Westcott and Hort's text being used, with Thayer's lexicon and Winer's and Robertson's grammars. In connection with the reading of the assigned text, a study is made of the general characteristics of Hellenistic Greek, the literature of this period, and the most important New Testament manuscripts and versions. Sophomore year, spring term.

6. Plato. The Phædo is read for the immortal teachings of Socrates, with the Apology or the Crito for his life and death. Brief outline of pre-Socratic philosophy. A study is made of the philosophic dialog and of Plato's literary style. Sight translation from easy Attic prose. Junior year, fall term.

7. Tragic Poetry. Æschylus' Seven against Thebes or Prometheus Bound, and Sophocles' Œdipus Tyrannus or Antigone are read in alternate years, with one play from Euripides, either Alcestis or Iphigenia in Tauris. The origin and development of tragedy, the Greek theater, and other related topics are discussed in lectures and studied in assigned readings. Junior year, winter term.

8. Comic Poetry. The Frogs of Aristophanes is read in class. The

development of comedy and its place in Greek literature and Greek life are studied. One hour a week is given to the study of Greek architecture, based upon a text-book, supplemented by lectures and the examination of drawings and stereographs. Alternates with Courses 9 and 10. Junior year, spring term.

9. Oratory. Selections from Lysias and Demosthenes constitute the basis of a general study of the rise and development of political oratory and of its influence on Greek literature. Frequent written translations are required to develop accuracy and elegance in rendering the polished style of the classical orators. One hour a week is devoted to lectures and discussions on Greek sculpture and painting, Tarbell's History of Greek Art being used as a text. Alternates with Courses 8 and 10. Junior year, spring term.

10. The Odyssey. This is designed to be a rapid reading course covering the entire Odyssey, of which the equivalent of about nine books is read in the original and the intervening portions in a translation. Merry's two-volume edition of the Odyssey is used as a classroom text. Homeric geography, politics, religion, home life, and art are studied in connection with the reading of the text. Alternates with Courses 8 and 9. Junior year, spring term.

GERMAN

PROFESSOR PERKINS

1, 2, 3. College Beginning German. This course is designed for students who enter college without German, but who are sufficiently prepared in language study to be able to complete entrance German in one year. The work of the fall term is intended to give the student a mastery of the grammar, easy prose translation, and simple conversation. Text-books, Joynes and Meissner's Grammar and Guerber's Märchen und Erzählungen. During the winter term such texts as von Hillern's Höher als die Kirche and Wells' Drei kleine Lustspiele are read and made the basis of conversation and composition exercises. In the spring term Baumbach's Der Schwiegersohn is read. Drill in grammar, together with work in composition and conversation, based on the texts read, is continued throughout the year. Freshman year, fall, winter, and spring terms.

4. Advanced Grammar, Translation, and Composition. A progressive review of grammar is made, using Bernhardt's Composition as a text. Schiller's Wilhelm Tell is read and its dramatic structure studied. Selected passages are committed to memory and original themes are written in German on subjects connected with the plot. Prerequisites, German 1, 2, and 3, or equivalents. Sophomore year, fall term.

14. Advanced Grammar, Translation, and Composition. Work in composition and conversation continued. Text-book, Allen's First German Composition. Goethe's Hermann und Dorothea is read. Goethe's life and literary career are made the subject of reference reading and written report. Sophomore year, winter term.

9. Lessing's Life and Works. His life and works are studied and his Minna von Barnhelm is read. Written reports and original themes are required. Arnold's Aprilwetter is used for practice in rapid reading and as the basis for conversational practice. Sophomore year, spring term.

5. Schiller's Life and Works. Two of Schiller's dramatic works are translated and studied in the classroom, and a third (in 1915-1916, Maria Stuart) is read outside of class. Outlines of the plots of two of these plays are presented by the students, in German. Schiller's life and career are carefully studied. Junior year, fall term. (Not to be given in 1916-1917.)

7. Advanced Composition and Conversation. This course is conducted in German and consists of translation of representative English prose into the German idiom. Sketches from German history are made the basis of classroom discussion and German themes are presented on various phases of German life and customs. Prerequisites, German 4, 5, and 6, or equivalents. Junior year, fall term.

6. Goethe's Life and Works. Iphigenie and the First Part of Faust are studied and discussed in the classroom. Goethe's life and literary activities are made the subject of reference reading and written report. Junior year, winter term. (Not to be given in 1916-1917.)

15. German Poetry. A rapid survey of the field of modern German poetry, beginning with Goethe and Schiller, including selections from Uhland, Wieland, Heine, Scheffel, Arndt, Körner, and others. In connection with the texts read in this course, the literary movements of the nineteenth century in Germany are discussed. Junior year, winter term.

12. Modern Drama. Representative plays of such authors as Sudermann, Hauptmann, and Fulda; collateral reading and reports. Junior year, spring term. (Not to be given in 1916-1917.)

13. The Novel. Scheffel's Ekkehard, Sudermann's Frau Sorge, and other novels are read and discussed in class. Collateral reading. In connection with the texts read in this course, the literary movements of the nineteenth century in Germany are discussed. Junior year, spring term.

10. Teachers' Course. A general review of German grammar, historical and comparative syntax, synonyms, and characteristics of German style. Theories of instruction in modern languages. Open to students that have had at least one reading course. This course is identical with Education 6. Junior year, spring term.

FRENCH

PROFESSOR PERKINS AND MADAME DENNÉE

1, 2, 3. College Beginning French. This course is designed for those who enter college without French and are sufficiently well prepared in language study to be able to complete the grammar and easy prose in the fall term. The course consists of reading some of the most representative authors, some of which reading is done out of class. Romanticism as represented by the work of Lamartine, Hugo, and De Musset. The life and customs of the French people are studied. Sophomore year, fall, winter, and spring terms.

4, 5, 6. French Literature. A general survey of French literature from the Renaissance to the present day. Representative works of Racine, Corneille, Molière, LeSage, Beaumarchais, Châteaubriand, Balzac, Zola, and Daudet read in class. A considerable amount of collateral reading required, as well as the presentation of several papers in French. Informal lectures given throughout the courses, which are conducted principally in French. These courses were given in 1915-1916 to advanced students, but are not added permanently to the curriculum. Junior year, fall, winter, and spring terms.

SPANISH

PROFESSOR PERKINS

1. De Tornos' Combined Spanish Method is used. Beginning with the second lesson, the principal exercises are the translation of English into Spanish and of Spanish into English. Senior year, fall term.

2. Galdos' Marianela; El Sí de las Niñas; conversation and composition. Senior year, winter term.

HEBREW

PROFESSOR GILLINGHAM

1. An elementary course, grammar, and exercises, and reading of easy portions of the Old Testament. Text-books, Harper's Inductive Hebrew Method and Manual, and Elements of Hebrew. Offered every second or third year. Senior year, fall term.

2. Harper's texts, continued. The satisfactory completion of both courses will enable candidates for the ministry to secure advanced standing in Hebrew in the theological seminary. Senior year, winter term.

ENGLISH BIBLE

PROFESSOR GILLINGHAM

1. Life of Christ. Freshman year, fall term.
2. Pioneers of Palestine. Freshman year, winter term.
3. Princes of Palestine. Freshman year, spring term.
4. People of Palestine. Sophomore year, fall term.
5. The Teachings of Jesus. Sophomore year, winter term.
6. The Apostolic Church. Sophomore year, spring term.
7. A Bird's-eye View of the Bible. Junior year, fall term.
8. Poets of Palestine. Junior year, winter term.
9. Prophets of Palestine. Junior year, spring term.
10. Men and Messages of the Old Testament. Senior year, fall term.
11. Men and Messages of the New Testament. Senior year, fall term.

These courses are described under The Bible Training Department.

Five courses in Bible and allied subjects are required for graduation. Three of these must be in English Bible, and may be taken during the Freshman, Sophomore, and Junior years in any term. The required work for Seniors consists of the allied subjects, The Grounds of Theistic and Christian Belief (Philosophy 3), and Ethics (Philosophy 4).

The Elizabeth R. Voorhees Chapel and Dodge Avenue

THE TEACHERS' DEPARTMENT

A large percentage of the graduates and undergraduates of Maryville College become teachers. They are found in all sections of the United States, especially in the Southern Appalachian region, and in the Southwest and West, and are employed in elementary schools, high schools, and colleges.

The instructors in the various departments of the College endeavor to conduct their work in such a way as to help train teachers both by the thoroughness of the instruction given in the various branches, and by the object lesson of the methods employed in the classrooms. Competent teachers selected from many colleges and universities bring the best methods of those schools to their work at Maryville. The teachers trained at Maryville rank high in sound scholarship and practical pedagogy.

Besides providing model methods in college management and classroom work, the College maintains a special department for the vocational training of teachers. The courses offered meet the requirements of the State Board of Public Instruction for Tennessee. The teacher's certificate issued by this Board is recognized by reciprocating boards in other States throughout the country. The Education Group in the College Department leads to the Bachelor's degree. In the Teachers' Department a six years' course of study designed to equip prospective teachers thoroughly for their profession is offered.

PREPARATORY

Synopsis of Courses.—The following is a synopsis of the courses in the four preparatory years:

First Year	Second Year	Third Year	Fourth Year
Mathematics II	Mathematics III	Mathematics IV	Mathematics V
English I	English II	English III	English IV
Latin I	Latin II	Lat. III, Ger. I,	Lat. IV, Ger. II,
History I	Science I	or French I	or French II
		History III	Science II
*Mathematics I	*History II		Pedagogy I
	*Bookkeeping I		*History IV

* May be taken as an extra study by permission of the Principal of the Preparatory Department.

Pedagogy.—Fourth Year: I. This course is designed to prepare the teacher to control and teach a school in accordance with sound pedagogical principles and methods. The principles underlying class management and instruction are studied, and the practical problems of organization, discipline, and method are discussed. In the fall term Buell's Psychology and McMurry's Method of the Recitation are used as text-books. In the winter term Seeley's School Management and Gilbert's What Children Should Study and Why are used as text-books. In the spring term the books selected for the Tennessee Teachers' Reading Circle are used. This course is open also to such students in the college classes as may desire special work in these lines.

Special Courses.—To accommodate teachers and others who enter College after the Christmas holidays, special courses in history, civics, higher arithmetic, and grammar are offered. Students may also take up any full-year course offered in the curriculum of the preparatory years for which they are prepared. College courses may also be taken by those who have had sufficient preparation.

Special Double Courses.—In addition to the regular courses, and the special courses referred to above, special double courses in Beginning Latin and Beginning Algebra are provided, by which a full year's credit in these studies may be secured during the winter and spring terms. The classes recite ten hours each a week, and prepare respectively for Cæsar and Advanced Algebra. For the successful completion of the double course in either Latin or Algebra one unit credit will be given; for any of the other preparatory courses, proportional credit will be allowed.

Other Courses.—Detailed descriptions of the courses outlined in the four preparatory years of the Teachers' Department will be found under Description of Courses in the Preparatory Department. These four years correspond closely to the regular courses of the Preparatory Department, and contain sixteen units of academic work. Those completing these four years are admitted to the Freshman Class of the College.

COLLEGE

The work of the two college years of the Teachers' Department corresponds somewhat to that of the Freshman and Sophomore years of the College. The eight courses of the College Department of Education may be completed during these two years, thus giving the student that completes the work of the Teachers' Department a very thorough vocational training. The courses in pedagogy, psychology, and the history of education are conducted in accordance with the best normal methods now in vogue. Those completing the work of this department may, after two

years' additional work, graduate from the College in the Education Group of studies and receive the Bachelor's degree.

Synopsis of Courses.—The following is a synopsis of the courses offered in the two college years:

Education 1, 2, 3, 4, 5, 6, 7, and 8 (Eight courses to be taken).
English 1, 2, and 3 (Three courses to be taken).
Mathematics 2 (To be taken).
Chemistry 1, 2, and 3; Biology 1; Physics 1, 2, and 3; Latin 1, 2, 3, and 4; German 1, 2, 3, and 4 (Four courses to be taken).
Bible 1, 2, 3, 4, 5, and 6 (Two courses to be taken).

Education.—1. Elementary Psychology. This course is designed for students taking the Teachers' Course. It is a text-book course, supplemented by lectures and typical experiments. Pillsbury's Essentials of Psychology is used as a text-book. This course is identical with Psychology 1. Fifth year, fall term.

2. Psychology Applied to Education. The discussion of psychological problems which have reference to education: theory of recapitulation, correlations between mind and body, instinct, memory, imagination, apperception, interest, work, fatigue, motor control, and volition. The text-book used is Bolton's Principles of Education, supplemented by lectures. This course is identical with Psychology 2. Fifth year, winter term.

3. History of Education. A study of the educational systems of early China, Greece, and Rome; the history of Christian education; the rise of the universities; the Renaissance; and the educators of the sixteenth, seventeenth, eighteenth, and nineteenth centuries. A careful study is made of such modern educators as Rousseau, Pestalozzi, Froebel, Herbart, and Horace Mann. The last part of the course is devoted to the comparison of the school systems of Germany, France, England, and the United States. Monroe's History of Education is used as a text-book. Sixth year, fall term.

4. Child Psychology. Problems, methods, and data in the psychological growth of children and youth. This course is developed with special reference to the dynamic conception of the mind, and mental growth as a function of sensori-motor coordination. From this point of view, attention, perception, apperception, interest, habit, and will are discussed. The course is designed to show the application of psychological laws and principles to educational theory and practice. This course is identical with Psychology 3. Sixth year, winter term.

5. Problems in Secondary Education. Present ideals in education. The moral element in education. Adolescence and education. The disciplinary basis of courses of study. The high-school curriculum. History of the high-school curriculum since the Renaissance. Arts and technology

in secondary education. The social organization of the high school. Athletics in education. Sex pedagogy in the high school. The school and the community. On sending boys and girls to college. High School Education, by Johnston and others, is used as a text-book, supplemented by Hall's Problems in Education, lectures, and reports by students. Sixth year, spring term.

6. Teachers' Course in German. A general review of German grammar, historical and comparative syntax, synonyms, characteristics of German style. Theories of instruction in modern languages. This course is identical with German 10, and is open to students that have had at least one reading course. Sixth year, spring term.

7. Teachers' Course in Latin. This course is intended to assist those who expect to teach high-school Latin. After a systematic survey of the principles of the language, the class considers the most effective methods of teaching First Latin, Cæsar, Cicero, and Vergil. Lectures, discussions, papers, and collateral reading. This course is identical with Latin 10, and is open to students that have had at least one reading course. Sixth year, spring term.

8. Educational Psychology. Psychology applied to teaching and management in the high school and upper grammar grades; a study of the group consciousness and social instincts of adolescents, competition, rivalry, sex, dress, social organization, with special reference to the meaning of these facts in their application in the organization of the school. This course is identical with Psychology 5, and is open to Seniors and to those who have completed Psychology 1, 2, and 3. Sixth year, spring term.

Other Courses.—Detailed descriptions of the other courses offered in the synopsis of the college years of the Teachers' Department will be found under Departments of Instruction in the College Department.

THE PREPARATORY DEPARTMENT

The purpose of the Preparatory Department is to furnish thorough courses of training in high-school branches leading to entrance to the Freshman Class. Conditioned Freshmen are permitted to make up their conditions in this department. Students in the Teachers' Department take their first four years' work in preparatory courses, and Bible Training students have the privilege of electing studies in this department. Opportunities are provided also for a large and worthy class of young people, with limited means and time at their command, to obtain some preparation for their future work. All the privileges and advantages of the institution are available to students in the Preparatory Department.

ADMISSION

Admission to the department is by examination. Certificates from principals of secondary schools will, however, be accepted and credit given for equivalent work in any of the subjects required for graduation. Credit thus given is conditional, and will be canceled in any subject in which the student is found to be deficient. Full credit for physiology or physics will not be given unless a reasonable amount of laboratory work has been done in connection with the text-book work. Diplomas must be accompanied by certified statements of the amount of time devoted to each subject studied, and the passing grade, together with the name of the text-book used and the ground covered. Certificates for studies of primary grade and for examinations taken in county normals will not be accepted for credits, but if indorsed by the principal or county superintendent may be accepted as testimonials as to character and general ability. In all cases students coming from other secondary schools, whether asking for credits or not, must present letters of honorable dismissal from their former principals. Students that have been out of school for a number of years are admitted under the general rule that all candidates for admission must furnish satisfactory evidence of good moral character, and must have completed the common-school branches. All students sign a pledge to orderly conduct while members of the institution. Applicants under fifteen years of age, unless residents of Maryville, will not be admitted.

COURSES OF STUDY

The department offers two courses of study: the Classical and the General. All regular courses of study begin in the fall term and continue

throughout the year. Courses may be entered at the opening of the winter or spring term, provided the student has had the work of the preceding term or its equivalent.

SYNOPSIS OF COURSES

Classical	General
First Year	First Year
Mathematics II	Mathematics I
English I	Mathematics II
Latin I	English I
History I	History I
* Mathematics I	
Second Year	Second Year
Mathematics III	Mathematics III
English II	English II
Latin II	Science I
Science I	History II, or
* History II	Bookkeeping I
Third Year	Third Year
† Mathematics IV	Mathematics IV
† English III	English III
Latin III	German I, or
German I	French I
French I	History III
History III	
Fourth Year	Fourth Year
‡ Mathematics V	Mathematics V
English IV	English IV
Latin IV	German II, or
German II	French II
French II	Science II
Science II	History IV
History IV	

NOTES.—1. English Bible is required for seven weeks each year. The work is so arranged as not to interfere with the other prescribed studies, and is credited for graduation.

2. In addition to the courses listed above, which begin in the fall term, extra classes in Latin I, Mathematics II, and other branches, are provided at the opening of the winter term. For further information see Special Courses and Special Double Courses, in the Teachers' Department, and the smaller bulletins.

* May be taken in addition to the required studies, by permission of the Principal.

† These studies and one language are required; the other study is elected.

‡ The studies to be taken in the fourth year must include Science II and one language, and either Mathematics V or English IV; the other study is elected.

REQUIREMENTS FOR GRADUATION

The requirements for graduation in either course are fifteen units of work as prescribed in the synopsis of courses. A unit is the equivalent of five forty-five-minutes recitation periods a week in one subject throughout the academic year. A student may elect either course, but must pursue the studies prescribed in the course elected for at least one year, unless change is made in accordance with the administrative rule regarding changes of course. The prescribed work is four recitation periods a day. Partial work may be permitted at the discretion of the Principal.

Credits for all work done in this department are recorded on the unit basis. An uncompleted year's work in any subject will be so indicated on the records, and unit credit for that subject withheld until the student shall have completed the year's work. A minimum of three units, seventy-five per cent of the year's work, will be required for advancement in classification to the following year. The passing grade in the Preparatory Department is seventy.

DESCRIPTION OF COURSES

Mathematics

First Year: I. Higher Arithmetic. A thorough course in arithmetic is offered. The subjects considered are percentage and its various applications, exchange, equation of payments, progressions, involution and evolution, mensuration, ratio and proportion, and the metric system.

II. Algebra. The work as given in Milne's New Standard Algebra, to radicals.

Second Year: III. Algebra. Radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coefficients, and equations in general.

Third Year: IV. Plane Geometry. Five books of plane geometry, together with about three hundred original theorems and problems. Wentworth and Smith's Geometry is the text-book used.

Fourth Year: V. Solid Geometry and Plane Trigonometry. Solid Geometry is begun and finished during the fall term. Plane Trigonometry is studied throughout the winter and spring terms. Wentworth and Smith's text-book is used.

English

First Year: I. Technical English Grammar, as presented by the best modern authors, is made the basis of the first year's work. Written themes are required weekly, in which drill is given on capitalization and

punctuation, and, in an elementary way, on unity and coherence in the paragraph and the sentence. Special care also is given to the oral work of the student, and oral themes are required. The selections for study are as follows: Shakespeare's The Merchant of Venice; Irving's Sketch Book; The First Book of Samuel.

Second Year: II. Composition and Rhetoric. Brooks' Composition Book II is made the basis of this year's work. Oral and written themes are required weekly. A further study is made of unity and coherence in the composition and in paragraphs, and practice is given in variety of sentence structure. During the year the work is supplemented by the study of selections as follows: The Gospel of Mark; Shakespeare's Julius Cæsar; Blackmore's Lorna Doone; Scott's Lady of the Lake. In addition outside reading is assigned by the teacher in charge.

Third Year: III. English Literature. During this year written and oral themes are required based on topics that arise from the study of literature and from the daily life of the student. The texts used for study are as follows: Addison and Steele's The Sir Roger de Coverley Papers; Shakespeare's Macbeth; The Four Gospels; Dickens' Tale of Two Cities; Macaulay's Essay on Johnson; Tennyson's Idylls of the King. Reports are required on outside reading assigned by the teacher.

Fourth Year: IV. English Literature. As a basis of this year's work specimens of the novel, the essay, the drama, the short story, and of poetry are chosen from the classics for special study. The student is required, under the guidance of the teacher, to develop each of these lines of study, with special attention to contemporary literature. Both written and oral themes are required. The classics for study are as follows: Thackeray's Henry Esmond; Shakespeare's As You Like It; Types of the Short Story (Heydrick); Lamb's Essays of Elia; Selections from Wordsworth, Shelley, Keats, Byron, and Browning (Gateway Series).

Latin

First Year: I. First Latin. Pearson's Essentials, supplemented by outlines presented to the class. The First Latin is completed in the spring term, and is followed by the reading of easy prose selections.

Second Year: II. Cæsar and Latin Composition. Cæsar, four periods each week; Latin composition, one period. During the year outlines are given to the class in its study of Latin grammar. The first four books of the Gallic War are completed. The texts used are Allen and Greenough's Cæsar and Allen and Phillips' Latin Composition.

Third Year: III. Cicero and Sallust. Latin Composition. In the fall and winter terms: Cicero, four periods each week; Latin composition,

Anderson Hall.

one period. The four orations against Catiline, the Manilian Law, and the Archias. In the spring term: Sallust, four periods each week; Latin composition, one period. Sallust's Catiline. A careful comparison is made with Cicero's Catilinarian orations. Special attention is paid to drill in pronouncing the Latin, intelligent reading in the original, and translation at sight and at hearing.

Fourth Year: IV. Vergil and Mythology. One month is spent in the study of mythology before beginning Vergil. The principles of quantity and versification are carefully studied. Thorough drill in oral and written scansion. Sight reading. The course covers the first six books of Vergil's Æneid. The last three weeks of the spring term are devoted to prose composition.

German

Third Year: I. Grammar, Spanhoofd's Lehrbuch der Deutschen Sprache. This course consists of the principles of German pronunciation, inflection, rules of syntax, the rewriting of easy English sentences in German, and the memorizing of familiar poems. The work of the winter and spring terms is augmented by reading Bacon's Im Vaterland, and Gerstäcker's Irrfahrten.

Fourth Year: II. Grammar, Kaiser and Monteser. This course includes advanced grammar and syntax, use of modes, derivation of words, force of prefixes and suffixes. Some time is devoted to conversation and composition work of an intermediate character. The reading consists of such works of descriptive and narrative prose as will impart facility in translation. Storm's Immensee, Benedix' Die Hochzeitsreise, Gerstäcker's Germelshausen, Mezger and Mueller's Kreuz und Quer, Griltparzer's Der arme Spielmann, Hoffmann's Das Gymnasium zu Holpenburg. Memorizing of longer poems.

French

Third Year: I. Elementary French. This course consists of a thorough foundation in the elements of French grammar and the conjugation of irregular verbs. Composition, and reading of such authors as Guerber's Contes et Legendes, Dumas' La Tulipe Noire, Daudet's Trois Contes Choisis.

Fourth Year: II. Advanced French. This course consists of advanced grammar, composition, and conversation; a paper each term on some book to be read outside of class; and the reading of Buffum's Short Stories, Loti's Le Pecheur d'Islande, Molière's L'Avare, and Grèville's Dosia.

History

First Year: I. Ancient History. A brief outline of Egyptian and Oriental history from the earliest times to the conquest by Alexander, followed by a fuller course in Greek and Roman history to 476 A. D.

Second Year: II. Medieval and Modern History. A general survey of European history from the fall of the Western Empire, 476 A. D., to the present time. This work will be centered on the history of France.

Third Year: III. Advanced United States History and Government. A survey of the history of our country from its beginning to the close of the nineteenth century. This course is designed to give the student a thorough knowledge of the settlement of the country by European colonists in the seventeenth century, the struggle with France for supremacy in America, the cause, course, and consequence of the American Revolution, the development of the Union under the Constitution, the slavery struggle, and the final advance of the country to the position it occupies to-day. Combined with the above, a thorough course in Civics is given, with careful detail of the Constitution and its Amendments. Channing's text is used.

Fourth Year: IV. English History. A brief outline of the history of earlier England, followed by a more careful study of the periods of the Tudors, Stuarts, and House of Brunswick. This course is intended to give the student a good general knowledge of the history of our mother country and to prepare for subsequent courses in English literature and higher United States history. (Not to be given in 1916-1917.)

Bookkeeping

Second Year: I. Bookkeeping. Thorough courses conducted throughout the year according to the practical methods employed in business colleges. Students may enter any part of the course in any term. No extra charge is made for this work. The Twentieth Century Bookkeeping is the system used.

Science

Second Year: I. General Biology. The purpose of this course is to instruct the student in human physiology and hygiene. The dependence of human life and health on plants and animals is shown by simple demonstrations in plant physiology, followed by similar work in zoology. The principles of physiology thus learned are then applied to man. Three recitation periods and four laboratory periods a week.

Fourth Year: II. Elementary Physics. This course purposes to give the student a knowledge of the fundamental principles of physics and

of their applications in every-day life. Three recitation periods and four laboratory periods a week. Text-books, Hoadley's Elements of Physics and Hoadley's Physical Laboratory Handbook.

English Bible

First Year: Studies in the First Book of Samuel. Thirty-five lessons during the winter term. Required in all courses.

Second Year: Thirty-five lessons in the Gospel of Mark. Required in all courses during the fall term.

Third Year: The Life of Christ. A text-book adapted to secondary students is used, and the subject is taught so as to prepare for the more advanced course offered in the College Department. Thirty-five lessons during the winter term. Required in all courses.

Fourth Year: A study of Bible characters. Thirty-five lessons during the fall term. Required in all courses.

The Principal will each year arrange the student's hours so that these courses will not conflict with other required courses nor add to the required number of hours a week.

Students are also required to pursue a weekly Bible study in the Bible classes of the Christian Associations of the College or the Sabbath schools of the town.

THE BIBLE TRAINING DEPARTMENT
UPON THE JOHN C. MARTIN FOUNDATION

The Bible Training Department provides biblical instruction for all the students enrolled in all other courses of the institution, and offers exceptional advantages for young men and young women wishing to prepare themselves for Christian service as lay workers, Sabbath-school workers, pastors' assistants, mission teachers, or Bible readers.

A three years' course of study is offered. A certificate of graduation will be granted those who, having previously completed fifteen units of high-school work, complete twenty-seven courses selected under the direction of the head of the department from the following groups:

I. Bible Training courses of college grade, all of which are required except those in Bible languages: English Bible, eleven courses; Bible Languages, three courses; and Practical Work, two courses. To these courses, which are described in the ensuing paragraphs, only students prepared to do work of college grade are admitted. Courses are alternated, at least nine being given each year.

II. Other college courses from which supplementary work may be elected: English 1, 2, 3, 10, 12, and 13; Philosophy 2, 3, and 4; Psychology 1, 2, 3, 4, and 5; Social Science 2, 12, and 13; Education 3; History 3; and Spanish 1 and 2; described under the College Department, and Home Economics 1 to 15; described under the Home Economics Department.

III. Preparatory courses from which supplementary work may be elected: Science I; Pedagogy I; and Bookkeeping I. These courses are described under the Preparatory Department.

ENGLISH BIBLE

PROFESSOR GILLINGHAM

1. Life of Christ. The study of the life of Christ is based on a harmony of the Gospels. As an introduction to the course a rapid view of the period between the Testaments is taken, and the principal characteristics of each of the four Gospels are studied. Text-books, Stevens and Burton's Harmony of the Gospels and Burton and Mathews' The Life of Christ. Freshman year, fall term.

2. Pioneers of Palestine. A careful study of Genesis, the geography of Palestine and surrounding countries, and the general mechanics of the Bible. The object of the course is, in addition to the mastery of the subject matter, to develop systematic habits and methods of Bible study. Text-books, the Bible (R. V.), Davis' A Dictionary of the Bible, and the professor's outlines. Reference reading is assigned. Freshman year, winter term.

3. Princes of Palestine. A continuance of Course 2. The work is more rapid, covering Exodus to Ruth. Special attention is paid to the lives and characters of Israel's leaders during this period. Text-books, same as in Course 2. Freshman year, spring term.

4. People of Palestine. A continuation of Course 3, beginning with I Samuel. The national development, the conflicts of Judah and Israel, their governments, their subjugation and partial restoration, their social customs, the character of their leaders, and their influence upon their contemporaries, are studied. An outline course, preparing for detailed treatment of the most important parts in Course 10. Text-books, same as in Course 2. Sophomore year, fall term.

5. The Teachings of Jesus. An analytic and synthetic study based on the words of Jesus as recorded in the Gospels. Use is also made of his works and of the evangelists' commentaries in helping to determine the nature of Jesus' teaching. Dr. James Robertson's Our Lord's Teaching is used also as a text-book. Sophomore year, winter term.

6. The Apostolic Church. A historical study of the early church based on the Acts and Epistles. Text-books, the New Testament (R. V.) and Gilbert's A Short History of Christianity in the Apostolic Age. Sophomore year, spring term.

7. A Bird's-eye View of the Bible. This course treats very briefly General and Particular Introduction, and brings the entire Bible before the student in rapid review. Text-books, Robertson's The Old Testament and Its Contents and M'Clymont's The New Testament and Its Writers. Junior year, fall term.

8. Poets of Palestine. An outline study of Job, Proverbs, Ecclesiastes, Song of Solomon, and selected Psalms. Introductory lectures on Hebrew poetry and wisdom literature. Portions of the books are studied in detail and their relation to other sacred literature and their importance in Christian experience are emphasized. No commentaries are used as text-books, but required readings are assigned; and the professor furnishes a syllabus of each book. Junior year, winter term.

9. Prophets of Palestine. The methods outlined in Course 8 are followed. The prophecies are reviewed chronologically in the light of

contemporaneous history. Messianic prophecy is given special attention. Junior year, spring term.

10. Men and Messages of the Old Testament. A search study for advanced students. The great leaders of Israel and their messages are carefully studied. Three or more characters are studied a term, the entire Old Testament being covered during a succession of years. Commentaries suitable to the nature of the work are used. Senior year, fall term.

11. Men and Messages of the New Testament. A search study for advanced students. This alternates with Course 10 and pursues the same method of study. In 1915-1916 Matthew, Mark, and Luke were studied, with word analysis based on Vincent's Word Studies in the New Testament. Senior year, fall term.

BIBLE LANGUAGES

12. Hebrew. An elementary course, grammar, and exercises, and reading of easy portions of the Old Testament is offered every second or third year. Text-books, Harper's Inductive Hebrew Method and Manual, and Elements of Hebrew. Senior year, fall term.—Professor Gillingham.

13. Hebrew. Harper's texts, continued. The satisfactory completion of both courses will enable candidates for the ministry to secure advanced standing in Hebrew in the theological seminary. Senior year, winter term.—Professor Gillingham.

14. Greek. One of the Gospels or the Acts is read in class, Westcott and Hort's text being used, with Thayer's lexicon and Winer's and Robertson's grammars. In connection with the reading of the assigned text, a study is made of the general characteristics of Hellenistic Greek, the literature of this period, and the most important New Testament manuscripts and versions. Sophomore year, spring term.—Professor Davis.

PRACTICAL WORK

Professor Gillingham

17. Bible Teaching: Principles and Practice. This course has reference especially to personal work and the conducting of Bible classes. The history, organization, and management of the Sabbath school are studied. Lectures, quizzes, preparation of Bible lessons for teaching, and practice under the direction of the instructor. Sophomore year, winter term.

18. Religious Address: Principles and Practice. Preparation for religious services, missionary programs, and the like; selection and development of themes; sources and use of illustrations; addresses on special

occasions and to special audiences; and drill in the reading of hymns and passages of Scripture. As much practical work is done by the student as possible. Sophomore year, spring term.

COURSES FOR PREPARATORY STUDENTS

Miss Alexander and Miss Clemens

For First Year students: Studies in the First Book of Samuel; thirty-five lessons. For Second Year students: The Gospel of Mark; thirty-five lessons. For Third Year students: The Life of Christ; thirty-five lessons. For Fourth year students: A study of Bible characters; thirty-five lessons.

THE HOME ECONOMICS DEPARTMENT

The liberality of an anonymous donor, who contributed the Mary Esther Memorial Endowment Fund, made it possible in 1913 for the College to add a Home Economics Department to the privileges already afforded its students. The principal home of the department is the third story of Fayerweather Science Hall, which was added to the building in 1913 by the generosity of the founder of the department as an additional memorial of her mother. The large and well-lighted rooms have been equipped in the most recent and approved manner, through the kindness of the same generous lady. Spacious rooms are set aside as sewing-rooms, kitchen, dining-room, lecture-room, and general room. The hospital is also employed in connection with the teaching of home nursing and sanitation, and rooms in the dormitories in connection with the teaching of housekeeping. The home economics courses in chemistry are given in the chemistry laboratories and lecture-room. The courses scheduled in this department are offered without extra tuition. A small laboratory fee is charged for the use of equipment, and in the sewing classes students provide their own materials as specified in the description of courses. Cotton dresses should be worn in the laboratories, and long white aprons with bibs are required.

Preparatory students may enter such classes of the Home Economics Department as are adapted to their degree of advancement, and will be allowed in this department a maximum credit of two units toward the fifteen units required for graduation from the Preparatory Department. College students pursuing college grade studies in this department will be allowed three credits in home economics toward the seven science electives required to complete the total of thirty-six credits necessary for graduation with the B.A. degree in the Science Group.

For students that desire to take all their studies in this department, two-year and three-year courses are offered. Fifteen recitation hours a week for thirty-six weeks constitute a year's work. Two hours of laboratory practice count as one recitation hour. Students that do not wish to take the three-year course may receive a certificate for the completion of two years' work. Both preparatory and college students are eligible to these certificates. Students that wish to prepare for teaching the subject will be required to pursue the full course of three years. Diplomas will be granted students of college standing that complete twenty-seven

courses selected under the direction of the head of the department from the following groups:

I. Home Economics courses, nine of which are required for graduation, as follows: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

II. College courses as follows: Chemistry 1, 2, 11, and 12 (three must be taken); Education 1, 2, 3, 4, 5, and 8 (two must be taken); English 2, 3, and 10; and Bible 1, 2, 3, 4, 5, and 6 (two must be taken). These courses are described under the College Department.

III. Preparatory courses as follows: Pedagogy I (three terms); Science I (three terms); Science II (three terms); and Bookkeeping I (at least one term). These are to be taken unless substituted for from among the higher courses offered above. These courses are described under the Preparatory Department.

Special classes in cooking, if called for, will be organized for students from Maryville and vicinity who may wish to take only this work.

HOME ECONOMICS

Miss Ryland and Assistants, and Miss Postlethwaite

1, 2, 3. Cookery and Clothing. Elementary studies intended for those that have had no previous training in the subjects taught. The courses consist of the following work: (a) Foods and Cookery. The purpose of this course is to give practice in fundamental cooking processes in order to develop skill and efficiency in handling food materials and cooking utensils. It includes the study of food materials, principles of cookery, care of food in the house, how to study the recipe, methods of mixing, the making of beverages, vegetables and vegetable cookery, cereals, proteins — eggs, milk, cheese, fats,— batters and doughs, salads, and simple desserts. Bacteria, yeasts, and molds of the household are studied two hours a week throughout the fall term as part of the work in Course 1. The instruction in bacteriology is given by Miss Green, in the biological laboratory. Textbooks, Kinne and Cooley's Foods and Household Management, and Conne's Bacteria, Yeasts, and Molds in the Home. (b) Textiles and Clothing. Elementary clothing and handwork. As a preliminary to the practical work specified below, students are taught, as needed, the various stitches used in garment making, machine stitching, and the use and care of the sewing-machine and attachments. During the year the students make the following articles from materials which they provide, subject to the approval of the instructor, at the approximate cost of eight dollars: two pieces of underclothing, made by hand; a nightgown and a laundry bag, made by hand and machine; a slip, a plain shirtwaist or middy, and a

plain tailored cotton skirt, made by machine. The students also make a simple muslin dress, and embroider a towel, a table runner, and a centerpiece. The articles thus made are the property of the student. In this course darning and patching are taught. Pattern drafting is also taught, and the students draft patterns for a kimono nightgown and a plain skirt. Text-book, Kinne and Cooley's Shelter and Clothing. These three courses are required for certificate or diploma. Laboratory practice in cooking, four hours a week, in sewing, four hours; recitation, one hour. Fall, winter, and spring terms.

4, 5, 6. Cookery and Clothing. (a) Foods and Cookery. Home cookery and table service. This course consists of a review of food principles and the theory of cookery; the preparation of more elaborate dishes; the study of meats, soups, canning, and frozen desserts; the planning and serving of simple meals; and a study of the comparative cost and nutritive value of different food materials. Text-book, Snyder's Human Foods, and references to government bulletins. (b) Textiles and Clothing. Drafting and elementary dressmaking. This course includes drafting, cutting, and fitting. Shirtwaists, plain skirts, and sleeves are cut in cambric from drafted patterns, and fitted. The patterns are then altered, and the articles to be made are cut from the altered patterns. Practice is given in testing commercial patterns. During the year the students make the following articles of clothing from materials which they provide, subject to the approval of the instructor, at the approximate cost of fifteen dollars: a tailored shirtwaist and skirt, a simple muslin dress, an unlined silk dress, and a wool skirt. The garments thus made are the property of the student. These three courses are required for certificate or diploma. Prerequisites, Home Economics 1, 2, and 3, or equivalents. Laboratory practice in cooking, four hours a week, in sewing, four hours; recitation, one hour. Fall, winter, and spring terms.

7, 8, 9. Cookery. These courses consist of all the work offered in Courses 1, 2, 3, 4, 5, and 6 on the subject of Cookery. They are intended for students already proficient in sewing, or who, for reasons satisfactory to the head of the department, do not desire instruction in sewing and are able to take both years of Cookery at the same time. Laboratory practice in cooking, eight hours a week; recitation, one hour. Fall, winter, and spring terms.

10, 11, 12. Clothing. These courses consist of all the work offered in Courses 1, 2, 3, 4, 5, and 6 on the subject of Clothing. They are intended for students already proficient in cooking, or who, for reasons satisfactory to the head of the department, do not desire instruction in cooking, and are able to take both years of Clothing at the same time. Laboratory practice in sewing and drafting, eight hours a week; recitation, one hour. Fall, winter, and spring terms.

13, 14, 15. Cookery, Housekeeping, and Home Nursing. These courses consist of: (a) Cookery. The various methods of preserving and canning. Invalid cookery. Demonstration cookery. Lunch-room cookery. The preparation and serving of typical and economical luncheon dishes. The five-cent and ten-cent luncheon will be considered with reference to schools. History of cookery. Text-books, Sherman's Chemistry of Food and Nutrition, and Rose's Laboratory Manual of Dietetics. (b) Housekeeping. Household management. Discussions and readings. This course includes the questions of the budget, the cost of living, problems of household labor, the care of children, and the social side of home life. Household furnishings. The decoration and furnishing of the entire house, artistic and economic furnishing, cost of materials and labor, and visits to house-furnishing establishments. History of the family and home-making. (c) Home Nursing. General structure of the body. General instruction for care of sickness in the home. Bed-making. Bathing. Food. Medicine and general treatment. Care of infants and children. Infectious diseases. Emergencies and first aid. (d) Sewing. Making of a layette. Tailoring. Dyeing and renovating. (e) Basketry. These three courses are required for diploma. Prerequisites, Home Economics 1, 2, 3, 4, 5, and 6, and Chemistry 1, 2, and 11, or equivalents. Laboratory practice in cooking, four hours a week; recitations, three hours. Fall, winter, and spring terms.

Courses will be added also in the subjects of practice teaching, textiles, history of costume, laundering, and shelter, as the growth of the department demands.

DRESSMAKING AND TAILORING

MR. LEWIS

Advanced Dressmaking and Tailoring. A special course consisting of individual instruction in the making of suits and costumes. All materials are provided by the student and a special fee is charged. Arrangements as to hours and other details are made with Mr. Lewis. Available to students of the Home Economics Department, but not required for graduation. One lesson a week. Fall, winter, and spring terms.

THE AGRICULTURAL DEPARTMENT

For a number of years the needs of public-school teachers for elementary training in agriculture were met by a short text-book course offered in the Preparatory Department. This course has, however, become entirely inadequate, and a separate department has now been established. The preparation of the one hundred acres that are to be devoted to the work of this department has been under way during the past year. Equipment in the matter of stock and necessary barns, silos, and the like is being procured. Professor Arthur S. Kiefer, B.S. in Agriculture and Horticulture, has been elected to inaugurate the work of the department at the opening of the fall term, September 12, 1916. Inquiries regarding the course of study and enrolment should be directed to the Registrar of the College.

THE DEPARTMENT OF MUSIC

It is the purpose of this department to lay a firm technical foundation that will lead to the expression of the highest musical thought and emotion. The works of the best masters are employed through all grades, in both piano and voice training, so that the pupil may grow continually in musical taste and may develop a sympathetic comprehension of all that enters into artistic performance. The study of Harmony, Theory, and History of Music is urged upon the students of Piano and Voice. Pupils are required to read and pass examinations upon reference works, provided in the Library, as assigned by the teachers. Lectures are given during the year by the head of the department on the subject of Musical Appreciation. Compositions are played and analyzed, and an effort is made to point out their underlying thought and meaning. These lectures are open to the general public as well as to students of the College. Monthly recitals also are given by the students of Voice and Piano in the chapel auditorium.

On account of the individual needs of the pupil, it is considered inadvisable to adhere too persistently to any special set of exercises and studies, but advisable, rather, to select those that will meet the particular requirements of each pupil. A general idea of the various courses may be had by the following outlines.

PIANO

Miss Hale and Assistants

Elementary Course. Building up the hand. Correcting improper or faulty hand positions, and the reinforcing of the hand by means of exercises. Training in a knowledge of notes, their relationship to the keyboard, rhythm, and the like. Studies and sonatas selected from the works of Czerny, Bertini, Clementi, Handel, Mozart, and Beethoven, supplemented by easy pieces from modern composers, such as Schumann, Schytté, Reinecke, and Scharwenka.

Intermediate Course. More difficult forms of scale, including major and minor scales, scales in thirds, sixths, and tenths; broken chords and arpeggios with their inversions; dominant and diminished seventh chords in their different positions. Studies of considerable technical difficulty from the works of Czerny, Berens, and Cramer. Emphasis on the study of Bach's two-part and three-part Inventions. Classical compositions, including sonatas, from the works of Beethoven, Mozart, and Haydn. Study

of the best modern compositions. By the end of the Intermediate Course pupils must be able to play at least five compositions from memory.

Advanced Course. Studies of technical difficulty, including "Gradus ad Parnassum," Clementi, Moscheles, and Chopin; also compositions by Beethoven, Schumann, Mendelssohn, and others, supplemented by those of the best modern composers. Pupils in this course are required to appear several times in recital, playing from memory whatever compositions are selected. It is also necessary to cover the requirements in Harmony and History of Music, and to take the course in Normal Training. When the pupil has done the work of this course successfully, he is entitled to a diploma in Piano, and upon graduation will be assisted in securing a position by the college agency, the Committee on Recommendations, if so desired.

VOICE

Miss Staater

Correct breathing and breath control. Placing of the voice and development of the resonance. Training of the ear and mind. Enunciation and diction. Vocalises such as Vaccai, Sieber, Martzo (Preparatory and Advanced), and Lütgen. Song interpretation. Répertoire work, including the Classics, German Lieder, Opera, and Oratorio.

All vocal students are required to take Sight-singing, Theory, and History of Music. The requirements in Harmony, Theory, and History of Music are the same for graduation in Voice as those required in Piano. In addition, the pupil must be able to sing in at least one language besides his own.

VIOLIN

Miss Caldwell

Thorough foundation in technic. Dancla and De Beriot method. Primary Etudes for instruction as to good bowing. Studies for the first, second, third, fourth, and fifth positions. Solos, duets, and quartets. Special attention to tone production. Individual instruction.

MUSICAL ORGANIZATIONS

Chorus and Choir. Instruction is given free to any students desiring to take the work of chorus and choir singing and sight reading.

Band. Instruments are furnished by the College, and the band is composed entirely of students in this institution.

Glee Club. This is accessible to any young men that have a fair knowledge of the rudiments of vocal music.

Orchestra. Opportunity to become a member of the orchestra is given to any students having sufficient musical training.

THE DEPARTMENT OF ART

The work of this department is designed to train the hand and the eye, and to cultivate the æsthetic sense, thereby adding to the student's cultural equipment and increasing his abilities along every line of endeavor. The courses offered, here described in outline, may be varied to meet the needs of individual pupils and the growth of the department.

FREE-HAND DRAWING

Miss Smith

Class lessons in free-hand drawing are available to students of all the other departments without extra charges. These lessons are designed to lay a foundation for work on industrial and artistic lines. The student is taught to draw from still-life objects, including casts, and from nature.

FINE ARTS

Miss Smith

A short course, covering two years, is offered especially for school teachers, though open to all students. During the first year the work includes an elementary study of design and color; free-hand drawing; simple perspective; lettering and blackboard work; and the study of pictures. Pencil, ink, crayola, and water color are used. The pupil is required to submit for exhibition, four applied designs; four studies in still life; and two examples of lettering. During the second year the work includes the study of design and space filling as applied to school work; interior decoration and textiles; perspective and free-hand drawing; further study of pictures; study of color in still life and landscapes; and the history of art. The pupil is required to submit for exhibition, four designs to illustrate school work and home interior; four applied textile designs; two perspective drawings; and four paintings in still life and landscape.

A special course covering four years is offered to those desiring to carry on more extended studies. The work of the first year includes a study of structural form; light and dark masses in objects; still-life groups and landscape; simple compositions and color work; perspective and memory problems; and the study of pictures. The mediums used are charcoal, crayola, water color, and oil. The pupil submits for exhibition, four studies illustrating structural form, in black and white; four still-life groups, in black and white or in oils; and four landscapes. In the second

year studies are conducted in elementary design; modeling, to aid in the study of form; drawing and painting from still life, landscape, and life; composition and picture study, with memory work; and the history of art. The pupil submits for exhibition two original designs; four landscapes in color; four still-life groups; four sketches from the costumed model; and one original composition. The third year's work includes modeling and drawing from cast and from life; design as applied to textiles, metals, or block-printing; landscape and outdoor figure sketching; advanced still-life work; color theory and perspective; composition and picture study; and the history of art. The pupil submits for exhibition, a head modeled from cast or from life; four applied original designs; four landscapes; two still-life groups; and two sketches from life. During the fourth year the studies include modeling from life; work from costumed model; pen and ink sketching; portrait and figure painting; and compositions with landscapes and figures from memory and imagination. During this year the pupil is required to prepare an exhibit of at least twenty pieces, including a figure or head modeled from life; a painted portrait or figure; landscape with figures; and an imaginative composition.

Courses in poster designing and special courses in design as applied to textiles, metals, leather, and basketry may be arranged for by pupils that have had the first year of the short course or its equivalent. A course in illustrating may be arranged for by pupils that have had the first year of the special course or its equivalent. Arrangements may also be made for a course in bookbinding by those desiring it.

One of the Four Dormitories

THE DEPARTMENT OF EXPRESSION AND PUBLIC SPEAKING

This department offers courses of study designed to meet the needs of those that desire to become teachers of reading and public speaking or to develop greater effectiveness as platform readers or public speakers. The aim is to cultivate the power to appreciate and interpret standard literature, and to secure simplicity and naturalness in the development of individual powers of expression. To this end the individual needs of each pupil are studied, and special pains are taken to prevent affectation and artificiality. The methods pursued are not imitative but creative, and embody practice in rendering selections from the best standard authors, and in outlining, preparing, and delivering orations.

A three years' course of study is offered. A diploma of graduation will be granted in either Expression or in Public Speaking to those who, having fifteen units of preparatory or high-school work, including at least two units of foreign language and three and one-half units of English, complete the courses as outlined.

College students not desiring to take the full course in Expression or in Public Speaking may receive credit for work taken in this department as follows: Three terms of individual weekly lessons in Expression or in Public Speaking, with their required hour of practice each day, taken by students of college rank, shall, when completed, receive credit on the college records as equivalent to a one term's regular course of study, and shall be entered on the records as "Public Speaking." Not more than two such credits shall, however, be allowed.

EXPRESSION

MRS. WEST AND MRS. WALKER

1. Natural Drills in Expression. Voice culture, including physiology of the vocal organs, correct breathing, tone support, responsiveness of the voice, correcting defects of voice, articulation, and pronunciation. Physical culture for grace and poise in expression, gesture, and pantomime. Individual training and practice. Text-book, Phillips' Natural Drills in Expression. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. First year, fall, winter, and spring terms.

2. Bible Reading and Shakespeare. Class work in these branches throughout the year. Voice culture and physical culture as outlined for the first year's course. Individual training and practice of advanced grade. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Second year, fall, winter, and spring terms.

3. Dramatization. Class work throughout the year. Literary criticism and story telling, two terms. Voice culture and physical culture continued. Individual training and practice of advanced grade continued. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Third year, fall, winter, and spring terms.

Five college courses in English, Courses 1, 2, 3, 5, and 6, must also be taken before graduation.

PUBLIC SPEAKING

Mrs. West and Professor Myers

1. Natural Drills in Expression. This course is the same as Course 1 in Expression, except in the kind of individual lessons given. Text-book, Phillips' Effective Speaking. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. First year, fall, winter, and spring terms.

2. Bible Reading and Shakespeare. This course is the same as Course 2 in Expression, except in the kind of individual lessons given. Individual lesson, one hour a week; practice, five hours a week; class lesson, one hour a week; gymnasium drill, two hours a week. Second year, fall, winter, and spring terms.

3. Public Speaking. In place of the methods pursued in Courses 1 and 2, the college courses in Public Speaking, English 12 and 13, are taken. In connection with this course of study there is individual training provided in preparation for interclass, intersociety, and intercollegiate debates and oratorical contests. For the description of English 12 and 13 see English Language in the College Department. Third year, fall and winter terms.

Five additional college courses in English, Courses 1, 2, 3, 5, and 6, must also be taken before graduation.

GENERAL INFORMATION

HISTORY

Maryville College, like most of the older colleges, grew out of the zeal that the pioneers of the American church had for the education of the people. The same year (1802) in which Isaac Anderson was ordained to the ministry by the Presbytery of Union, he founded within the bounds of his Grassy Valley congregation, near Knoxville, a school which he called "Union Academy," but which was popularly known as "the Log College." He built for it a large four-roomed log house. In this, for the times, pretentious building, many men who afterwards served their country well were educated. Among this number was Governor Reynolds, of Illinois. Dr. Anderson in 1812 removed to Maryville and took charge of New Providence Church, of which organization he remained pastor till his death, which took place in 1857. In Maryville he continued his academic work. The most famous pupil of this Maryville academy was Sam Houston, who afterward had so unique and picturesque a career as general, governor, president of Texas, congressman, and patriot.

Dr. Anderson, however, felt that more should be done toward providing an educated ministry for the Southwest. Encouraged by others like-minded with himself, he founded Maryville College in 1819. The institution was born of the moral and spiritual needs of the early settlers of East Tennessee—chiefly Scotch-Irish Presbyterians—and was designed principally to educate for the ministry men who should be native to the soil. The grand motive of the founder may be stated in his own words: "LET THE DIRECTORS AND MANAGERS OF THIS SACRED INSTITUTION PROPOSE THE GLORY OF GOD AND THE ADVANCEMENT OF THAT KINGDOM PURCHASED BY THE BLOOD OF HIS ONLY BEGOTTEN SON AS THEIR SOLE OBJECT." Inspired by such a motive, Dr. Anderson gathered a class of five candidates for the ministry in the fall of 1819, and in prayer and faith began what proved to be the principal work of his life. In forty-two years the institution put one hundred and fifty men into the ministry. Its endowment, gathered by littles through all these years, was only sixteen thousand dollars.

Then came the Civil War, and suspended the work of the institution for five years, and the College came out of the general wreck with little save its good name and precious history.

After the war the Synod of Tennessee, moved by the spirit of self-preservation, and by a desire to promote Christian education in the Central South, resolved to revive Maryville College. The institution was reopened in 1866. New grounds and new buildings were an imperative necessity.

To meet this need, sixty-five thousand dollars was secured, and the College was saved from extinction. In 1883 a few generous friends—William Thaw, William E. Dodge, Preserved Smith, Dr. Sylvester Willard, and others—contributed an endowment fund of one hundred thousand dollars. In 1891, Daniel Fayerweather bequeathed to the College the sum of one hundred thousand dollars, and also made it one of twenty equal participants in the residuary estate. The College received two hundred and sixteen thousand dollars by the provisions of the will. This magnificent donation enabled the institution to enlarge its work and to enter upon a new era of usefulness and influence. On January 1, 1905, Mr. Ralph Voorhees, of New Jersey, made the munificent donation of one hundred thousand dollars to the general endowment fund of the College. The gift is subject to a five per cent annuity during the lifetime of Mrs. Voorhees. The reception of this superb benefaction filled the hearts of Maryville's friends with confidence, and with intense gratitude to God and to God's stewards.

In 1906, the rapid growth in the number of students having made necessary much further enlargement of the teaching force and of the material equipment of the institution, President Wilson entered upon a campaign for additional endowment. Mr. Andrew Carnegie generously offered the College twenty-five thousand dollars on condition that fifty thousand dollars additional be secured. In 1907, the General Education Board pledged fifty thousand dollars on condition that one hundred and fifty thousand dollars be secured from other sources. Mr. Carnegie then increased his pledge to fifty thousand dollars toward this larger fund. The time limit set for the completion of the fund was December 31, 1908. In the face of many difficulties the President, with reliance upon the favor of God, prosecuted the campaign for the "Forward Fund of Two Hundred Thousand Dollars." In order to meet the spirit as well as the letter of the requirements of the conditional pledges, it was deemed necessary to raise twenty-five thousand dollars more than the designated sum. When the canvass closed, the subscriptions amounted to the splendid sum of two hundred and twenty-seven thousand dollars. The fact that, in spite of the recent panic and hard times, the uneasiness of a presidential year, and the ill health of the canvasser, the "Forward Fund" was secured, filled the Faculty, Directors, and friends of the College with a deep sense of gratitude to God, and to his human agents who took part with Maryville in its ministry to the noble youth of mountain and valley in its Southern Appalachian field.

During the past seven years there have been, besides a steady increase of the permanent scholarship funds and numerous contributions for minor but pressing needs of the College, three notable advances made: (1) by the gift of an endowment of sixteen thousand dollars by an anonymous donor, a Home Economics Department has been established; (2) by the

gift of thirteen thousand and five hundred dollars by the late Louis H. Severance, Esq., a third story has been added to Pearsons Hall, providing dormitory room for fifty additional young women; and (3) by the additional gift of twelve thousand dollars by the anonymous donor of the Mary Esther Home Economics endowment fund, it has been possible for the College to add a third story to Fayerweather Science Hall in order to provide quarters for the Home Economics Department.

As the result of the generous contributions made through many years by many philanthropic donors, the College now owns property and endowment to the total amount of over nine hundred thousand dollars. Of this amount, five hundred thousand dollars is invested in endowment and the remainder in buildings and equipment.

Three hundred and two of the alumni have entered the ministry, while forty-nine post-bellum alumni and undergraduates have been or are missionaries in Japan, China, Siam, Korea, India, Persia, Syria, Africa, the Philippines, Colombia, Chile, Mexico, Cuba, and Porto Rico. Several are laboring in missions in the West. All the alumni are engaged in honorable pursuits. Students who have gone from the College to the theological, medical, and legal schools have usually attained a high rank in their classes. A goodly number of the alumni are now studying in theological seminaries.

The necessary expenses are so phenomenally low as to give the institution a special adaptation to the middle class and to the struggling poor of valley and mountain — the great mass of the surrounding population — and to young people of other sections of the country where the cost of attending college is beyond their ability to defray.

The privileges of the institution are, of course, open alike to all young men and young women of good moral character irrespective of their religious affiliation. All the leading denominations are largely represented in the student body.

LOCATION

Maryville is a pleasant and thriving town of about five thousand inhabitants. It is widely known as "the town of schools and churches." It is sixteen miles south of Knoxville. There are three trains a day each way on the Knoxville and Augusta Railroad, two trains each way on the Louisville and Nashville Railroad, and one train each way on the Tennessee and Carolina Southern Railroad.

Maryville is an ideal health resort for students from other States. The town lies on the hills, one thousand feet above sea level, and enjoys the life-giving breezes from the Chilhowees and the Smokies, a few miles away. Young people from the North and other sections are greatly benefited in health by a year at Maryville, and many take their entire course here.

GROUNDS AND BUILDINGS

The college grounds consist of two hundred and fifty acres, and for beautiful scenery are not surpassed by any in the country. They are elevated and undulating, covered with a beautiful growth of evergreens and with a noble forest, and command a splendid view of the Cumberland Mountains on the north, and of the Smoky Mountains on the south. The location is as remarkable for its healthfulness as it is for its beauty. The campus affords the choicest facilities for the development of athletics.

On these grounds there are fifteen buildings, which, together with the grounds and equipment, represent an investment of over four hundred thousand dollars. The buildings are heated with steam and lighted with electricity from the central power plant on the campus. Generous contributions from several givers have enabled the College to begin the installation of a new water system. The water rights to some protected springs situated a mile and a half from the college grounds have been obtained, and pipes have been laid connecting these springs with the pipes of the old water system, through which the water is pumped by electrical power to the reservoir tank on the campus. It is thence conveyed to all the dormitories, the gymnasium, and the science laboratories, supplying an abundance of pure water for drinking as well as for toilet facilities. A fifty thousand gallon steel tank has supplanted the old tanks formerly in use. As soon as funds are provided for the purpose, additional toilet facilities will be furnished in the recitation buildings, and sanitary drinking fountains will be installed in all the buildings and on the campus. The buildings, except two cottages used for residences, are more fully described in the following paragraphs.

Anderson Hall, the central building, is the oldest of the present college halls, having been built in 1869, and named in honor of the founder of the institution. It contains the administrative offices and most of the recitation rooms for the literary departments. The large addition to the Hall, the Fayerweather Annex, is occupied by the Preparatory Department.

Baldwin Hall, named in honor of the late John C. Baldwin, of New Jersey, is a dormitory for young women. It contains rooms for one hundred and thirty students. It is provided, as are all the dormitories, with all modern conveniences, and is a comfortable home for young women.

Memorial Hall, originally built as a companion building to Baldwin Hall, is a young men's dormitory, containing rooms for seventy students. While it is one of the oldest of the college buildings, it is kept in excellent repair, and is a comfortable and well-equipped dormitory. It is under the control of a regular instructor of the College.

Willard Memorial, the home of the President, was provided in 1890 by a generous gift of Mrs. Jane F. Willard, in memory of her husband, Sylvester Willard, M.D. It is one of the chief adornments of the campus, and is a valuable property.

The Lamar Memorial Library Hall was erected in 1888 at a cost of five thousand five hundred dollars, which amount was generously provided by three friends of Professor Lamar and of the College. The building is a model in every respect. It is a noble and fitting monument. The large memorial window contributed by the brothers and sisters of Professor Lamar holds the central position.

Bartlett Hall is one of the largest college Y. M. C. A. buildings in the South. Planned for by the students led by Kin Takahashi, a Japanese student, it was erected by contributions made or secured by the Bartlett Hall Building Association, supplemented by a large appropriation by the college authorities. A liberal donation made by Mrs. Nettie F. McCormick in 1901 enabled the committee to complete the building. In 1911, Mrs. Elizabeth R. Voorhees made a generous gift providing for extensive alterations and improvements, including the building of a separate gymnasium for the use of young women. The Y. M. C. A. auditorium, parlors, and secretary's and committees' apartments occupy the front part of the building, while the large gymnasiums occupy the rest of the structure.

Fayerweather Science Hall was erected in 1898 through the liberal bequest of Daniel B. Fayerweather. The building as erected was two stories in height, with extreme dimensions of one hundred and six feet by ninety-seven feet. The first floor contains spacious laboratories for chemistry and physics, a lecture-room, storerooms, an office, and the John C. Branner Scientific Library. The second floor contains four excellent lecture-rooms, two large and well-lighted physics laboratories, and the laboratory of experimental psychology. The laboratories are furnished with both direct and alternating electric current, and also with gas. The building is thoroughly modern in every respect. It is provided with liberal equipment for the practical study of science, and will stand a useful and lasting monument to the intelligent philanthropy of the princely giver whose name it bears. In 1913 the anonymous donor of the Mary Esther Memorial Fund that provided for the establishment of the Home Economics Department, also contributed funds for the building of the third and fourth floors of this hall for the housing of the Home Economics Department, as an additional memorial of her mother. The third floor contains, besides cloak-rooms, storerooms, closets, toilets, and lockers, a reading-room, dining-room, kitchen, sewing-room, lecture-room, and one small and one large laboratory. On the fourth floor are three large rooms for general purposes.

The Elizabeth R. Voorhees Chapel was erected in 1905-1906 by gifts made by the late Mr. Ralph Voorhees, of New Jersey, and by other donors. The chapel, named in honor of Mrs. Voorhees, graces one of the most commanding sites on the grounds, and is well worthy of its place of distinction. It is of an extra quality of brick, with buff-brick and terra-cotta trimmings. The style is Grecian, the details being of the Ionian

order. The auditorium seats eight hundred and eighty persons and can be arranged to accommodate two or three hundred more. The basement contains seventeen well-lighted rooms, occupied by the Music Department, and a commodious auditorium occupied by the Y. W. C. A. To the rear of the main auditorium, also, and on the floor above, are several rooms used by the Department of Expression and for various other purposes. The entire building is in every way satisfactory, and will for many years be adequate for the purposes it is designed to serve.

The Ralph Max Lamar Memorial Hospital.—While the health of the student body has always been far above the average, yet in so large a number of students there is necessarily more or less sickness. With the growth of the College, the need of proper facilities for caring for such occasional cases of illness became increasingly urgent. This need was supplied in 1909 by the generosity of Mrs. Martha A. Lamar, a life-long friend of the College. Her gift of six thousand dollars provided a thoroughly modern hospital building, containing eleven wards, caretakers' rooms, baths, toilets, an operating-room, and other appointments of a well-ordered hospital. The building is named in honor of Mrs. Lamar's only son, who died in infancy. A gift of five hundred dollars from the late Mr. Nathaniel Tooker, of East Orange, N. J., secured the purchase of a valuable outfit of the best hospital furnishings. To this amount about five hundred dollars has been added from other sources and used for the purchase of additional furnishings and medical supplies.

Carnegie Hall.—In connection with the "Forward Fund" secured in 1908, Mr. Andrew Carnegie gave the sum of fifty thousand dollars for a dormitory for young men. The building was designed by the firm of Whitfield & King, of New York. The building was occupied at the opening of the fall term in 1910, and was dedicated on January 11, 1911. It contains rooms for one hundred and twenty-one young men. Each of the two large wings contains a suite of rooms for the use of a professor and his family. The building is a comfortable and attractive home for the young men. In its architectural beauty and its thoroughly modern appointments this is one of the best college dormitories in the South, and is a most valuable addition to the equipment of the College.

Pearsons Hall.—No benefaction of recent years has proven more immediately serviceable than the gift of twenty thousand dollars made in 1908 by the late Dr. D. K. Pearsons, of Chicago. The new building named in his honor provides additional dormitory facilities for young women, and adequate quarters for the large Cooperative Boarding Club. The building is of brick, and is three stories in height, with an imposing Greek portico fronting the west and commanding an excellent view of the grounds. The first story contains a spacious dining-hall, with a seating capacity of five hundred, the kitchen, offices, and waiting-rooms. The second story con-

tains parlors, halls for the young women's literary societies, and rooms for thirty-four occupants. The third story was added during the vacation months of 1912, increasing the capacity of the dormitory so that fifty additional young women may secure rooms. This story was a gift of the late Louis H. Severance, Esq., of Cleveland, Ohio, "an admirer of Dr. Pearsons, who esteemed it a privilege to put this crowning story upon his building."

The Swimming Pool.—In the original plans of Bartlett Hall, as secured by Kin Takahashi, there was provision made for the building of a swimming pool beneath the gymnasium. Lack of funds prevented the construction of the pool. In April, 1914, the Y. M. C. A. cabinet led in a movement, which rallied around it the entire student body, looking to the construction of the proposed pool. This movement was continued in "Swimming Pool Week," November 1 to 7, 1914, when the enthusiastic efforts of the students completed the raising of fifteen hundred dollars in cash toward the cost of the pool. The college authorities then undertook the building of the pool. It was opened for use at the opening of the fall term, 1915. The pool occupies a separate building fifty-eight by one hundred and ten feet. The pool itself is twenty-five by seventy-five feet in dimensions. All the appointments of the building are those approved by the best architects. The pool is a means of health and of useful sport to the students.

The Power Plant.—Heat for all the buildings and light for the buildings and grounds are furnished from the central power house situated on the campus. The boilers in this plant have a combined capacity of three hundred horse-power. The Webster Vacuum System of steam heating is used, and the buildings are quickly and uniformly heated. A Bullock direct-current generator furnishes electric power for lighting purposes. Steam from the plant is used also for cooking and for dish-washing at the Cooperative Boarding Club.

THE LAMAR MEMORIAL LIBRARY

The Lamar Library is one of the largest college libraries in the State. The number of books now on the shelves is about fifteen thousand. The library is open for the drawing of books or for the consulting of volumes in the reference alcoves for eight hours every day from Monday to Saturday. The use of the library is entirely free to students of all departments. The nucleus of a much needed endowment for the library has been secured, the fund now amounting to about $8,000. Among the gifts making up the endowment are the following:

The "M. T." Fund, 1900, given by a friend..... $500
The Helen Gould Fund, 1900, by Mrs. Helen Gould Shepard, New York..... 500

The Willard Fund, 1900, by the Misses Willard, Auburn, N. Y..... $200
The Hollenback Fund, 1901, by J. W. Hollenback, Esq., Wilkesbarre, Pa..... 500
The Solomon Bogart Fund, 1908, by Miss Martha M. Bogart, Philadelphia, Tenn..... 200
The Nina Cunningham Fund, 1909, by the sons of the late Major Ben Cunningham, Treasurer of the College, in memory of their sister, Miss Nina Cunningham, '91..... 500
The John M. Alexander English Literature Fund, 1909, by Rev. John M. Alexander, '87, and wife, Maryville..... 500
The Charles T. Cates, Jr., Fund, 1909, by Hon. C. T. Cates, Jr., '81, former Attorney-General of the State of Tennessee..... 300
The Rev. S. B. West Fund, 1909-1912, by the late Mrs. S. B. West, Concord, Tenn..... 100
The McTeer Fund, 1909, by J. C. McTeer, '07..... 100
The Brown Fund, 1910, by Hon. T. N. Brown, '77..... 100
The Chilhowee Club Fund, 1910, by the Chilhowee Club, Maryville. 100
The Class of 1891 Fund, 1910, by five members of the class..... 232
The George Glenn Cooper Fund, 1910, by the parents, brother, and sister of the late George Glenn Cooper..... 300
The Faculty Fund, 1910, by members of the Faculty..... 1,000
The French Fund, 1910, by Mr. and Mrs. C. T. French, '06..... 100
The Gamble Fund, 1910, by Hon. M. H. Gamble, '05, Hon. Andrew Gamble, and A. M. Gamble, M.D., Maryville..... 250
The Hooke Fund, 1910-1915, by Rev. R. H. Hooke, '74..... 100
The Litterer Fund, 1910, by C. C. Litterer, '99..... 50
The Lowry Fund, 1910, by Rev. G. H. Lowry, '94..... 100
The Tracy Fund, 1910, by J. E. Tracy, Esq., '01..... 75
The Jackson Fund, 1913, by C. O. Jackson, Maryville..... 100
The Philadelphia Fund, 1909-1914, by a Friend, Philadelphia, Pa... 325
The Robert Pierce Walker Fund, 1915, by Mrs. Amanda A. Donaldson 30
The Class of 1909 Fund..... 505
The Class of 1910 Fund..... 380
The Class of 1911 Fund..... 195
The Class of 1912 Fund..... 126
The Class of 1913 Fund..... 89

LOAN LIBRARIES

James R. Hills Library.—In 1888 Miss Sarah B. Hills, of New York, contributed a fund of six hundred dollars for the establishment of a Loan Library, in order that students unable to purchase the necessary text-books might have the privilege of renting them at a nominal rate. By judicious

management the income from this fund has grown until now the privileges of this library are open to all students, and all the regular text-books used in the institution may be either rented or purchased, as the student prefers. An additional gift of five hundred dollars from the same donor in 1908 made it possible to provide the text-books in use in the Bible Training Department. The rental charged a term is one-fifth the retail price of each book. The income from rentals is devoted to supplying new books as they are needed. The library occupies a room in Anderson Hall, and is open every day.

John C. Branner Library.—Some years ago John C. Branner, Ph.D., ex-President of the Leland Stanford Junior University, gave another proof of his generosity and friendship to the College by establishing a loan library of the text-books used in the natural science departments. The books in this library are under the same regulations as are those of the Hills Library.

The Misses Willard Library.—Through the generosity of the Misses Willard, of Auburn, N. Y., the text-books employed in the Bible classes of the Preparatory Department are also provided for rent at a nominal charge.

THE COOPERATIVE BOARDING CLUB

No other agency has been of greater service in enabling the College to keep the expenses of its students at a minimum than has the popular and successful Cooperative Boarding Club. The actual cost of the board is estimated at the end of each month. The price is fixed approximately at the beginning of each year. The price has been fixed at $1.95 for the ensuing year. A deposit of $8.00 is required of each member of the Club, and settlements are thereafter made at the end of every fourth week. Because of the minimum rates at which board is furnished, a member's account with the Club is reckoned from the beginning of the college month during which he enters. A considerable number of students are employed as waiters and assistants in the dining-room, thus materially reducing the cost of their board. The privileges of the Club are extended to all male students and to all young women rooming in the college dormitories. The membership of the Club has been more than five hundred this year. The Club is housed in Pearsons Hall, spoken of elsewhere.

COLLEGE EXPENSES

It is a constant aim of the College to provide first-class college advantages to the student at the lowest possible rates, and the endowment enables it to make its charges very moderate. College bills must be paid invariably in advance. Until this condition is complied with, no one can become a member of any of the classes. In view of the very low rates,

no deduction will be made for absence at the beginning or at the end of any term, and no tuition will be refunded.

Fall Term

TUITION: All literary courses	$6.00
*Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental):	
Under head of department, 14 lessons / Under an assistant, 20 lessons	7.00
Class lessons in Rudiments of Music, Harmony, or History of Music	2.50
Expression, 14 individual lessons	9.00
Class lessons	2.50
Art (14 three-hour lessons in oil or water-color painting)	7.00
FEES: Incidental fee (payable by all students)	1.00
Laboratory fee in Chemistry or Home Economics (each course)	3.00
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	2.00
Breakage deposit for other science courses (each course)	1.00
Piano rental (an hour a day)	4.00
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average	1.75
ROOM RENT: (consult the detailed statement under Rooms) average	10.00
BOARD: In the Cooperative Boarding Club, $1.95 a week	28.10
In private families, $3.00 to $4.00 a week.	
USUAL EXPENSES FOR THE FALL TERM:	
For the student not taking science courses, music, expression, or art, about	47.00
For the student taking science courses, but not music, expression, or art, about	50.00
For the student taking principally music, expression, or art	60.00

Winter or Spring Term

TUITION: All literary courses	$6.00
*Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental):	
Under head of department, 11 lessons / Under an assistant, 15 lessons	5.50
Class lessons in Rudiments of Music, Harmony, or History of Music (winter and spring terms combined)	3.00

* Students enrolled in literary courses are not charged any additional tuition if they take home economics courses.

Expression, 11 individual lessons	$7.00
Class lessons (winter and spring terms combined)	3.00
Art (11 three-hour lessons in oil or water-color painting)	5.50
FEES: Incidental fee (payable by all students)	1.00
Laboratory fee in Chemistry (each course)	2.50
Laboratory fee in Home Economics (each course)	3.00
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	1.50
Breakage deposit for other science courses (each course)	1.00
Piano rental (an hour a day)	3.00
Graduation fees (payable at the opening of the spring term of the graduating year):	
College Department	5.00
Preparatory Department	1.00
Home Economics Department	2.50
Music Department	2.50
Expression Department	2.50
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average for winter and spring terms combined	1.75
ROOM RENT: (consult the detailed statement under Rooms) average:	
Winter term	8.50
Spring term	6.00
BOARD: In the Cooperative Boarding Club, $1.95 a week:	
Winter term	23.40
Spring term	20.80
In private families, $3.00 to $4.00 a week.	
USUAL EXPENSES FOR THE WINTER TERM:	
For the student not taking science courses, music, expression, or art, about	40.00
For the student taking science courses, but not music, expression, or art, about	43.00
For the student taking principally music, expression, or art	50.00
USUAL EXPENSES FOR THE SPRING TERM are about $5.00 less than for the winter term.	
USUAL EXPENSES FOR THE YEAR (THREE TERMS):	
For the student not taking science courses, music, expression, or art, about	120.00
For the student taking science courses, but not music, expression, or art, about	130.00
For the student taking principally music, expression, or art	150.00

Christmas Holidays

The rates in the foregoing tables include room rent and board for the three days interval between the winter and spring terms in March, but do not include room rent or board for the vacation period between the fall and winter terms. Carnegie and Pearsons Halls are kept open, however, and a nominal maintenance charge is made of those that remain on the hill, and board is furnished at the most reasonable rates possible. The cost to the student that remains at the College during the Christmas holidays has not as yet exceeded $2.00 for room rent, with light and heat, and $5.00 for board, for the entire vacation period.

Rooms

Rooms in all the dormitories are heated with steam and lighted with electricity, and fully supplied with baths and toilets. Two students usually occupy one room. More than two students in one room will not usually be allowed, except as noted in connection with Carnegie Hall.

Every prospective student desiring to room in a dormitory must make a two-dollar deposit with the Registrar in order to secure a reservation. The Registrar will send the applicant a deposit receipt, which, upon presentation by the student when he enters college, will be accepted by the Treasurer for credit on the room rent to the amount and for the term specified thereon. The room, however, will not be held beyond the opening day unless the room rent is paid for the term in advance. The deposit receipt is not negotiable, and the deposit will be forfeited if the student does not enter college.

The cost of rooms in the different dormitories, with full information regarding furnishings, is given below. The rates given are for each occupant of a room.

Memorial Hall (for Young Men)

Rooms in this hall may be had either partially or fully furnished, as desired. The partially furnished rooms have in them only tables, wardrobes, and individual iron bedsteads, with springs and mattresses. The fully furnished rooms have besides the wardrobes and the individual iron bedsteads, with springs and mattresses, tables, bookcases, chiffoniers, and chairs. The baths are on the first floor. According to location the rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
Corner rooms:			
Fully furnished.....	$11.00 to $12.00	$9.00 to $10.00	$7.00 to $8.00
Partially furnished....	9.00 to 10.00	7.00 to 8.00	5.00 to 6.00
Other rooms:			
Fully furnished.....	10.00 to 11.00	8.00 to 9.00	6.00 to 7.00
Partially furnished....	8.00 to 9.00	6.00 to 7.00	4.00 to 5.00

Carnegie Hall (for Young Men)

The rooms in this dormitory are furnished with individual iron bedsteads, springs, mattresses, tables with bookcases, chiffoniers, chairs, and wardrobes. Baths and toilets on each of the three floors. There are fifty-four rooms for two students each, two rooms for three students each, and eight rooms for one student each. The rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
In rooms for two or three	$12.00 to $15.00	$10.00 to $12.00	$6.00 to $8.00
In rooms for one	14.00	11.00	7.00

Baldwin Hall (for Young Women)

The rooms in this hall are furnished with iron bedsteads, springs, mattresses, washstands, tables, and wardrobes. In some rooms new furniture has been placed, including individual iron bedsteads, springs, mattresses, dressers, and tables with bookcases. Baths on first and second floors; toilets on all floors. According to location and furnishings the rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
Corner rooms	$9.00 to $13.00	$7.00 to $10.00	$5.00 to $7.00
Other rooms	8.00 to 12.00	6.00 to 9.00	4.00 to 7.00

Pearsons Hall (for Young Women)

The rooms in this hall are furnished with individual iron bedsteads, springs, mattresses, tables with bookcases, dressers, chairs, and wardrobes. The rooms, with the baths and toilets, are on the second and third floors. The rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
According to location	$12.00 to $15.00	$10.00 to $12.00	$6.00 to $8.00

Rooms in Town

Young men can find comfortable furnished rooms in private residences in convenient parts of town at the following rates by the month for each student:

Rooms furnished and cared for, without fuel or light	$2.00 to $3.00
Rooms furnished and cared for, with light and heat	3.00 to 4.00

Laundry

In the Cooperative Laundry (young women doing their own work)	$0.30 a month
In town by private laundresses	$0.35 to $0.75 a week

STUDENTS' ORGANIZATIONS

Literary Societies.—Four literary societies are conducted by the students, and are of the greatest benefit to those who avail themselves of the advantages they offer. The ATHENIAN, organized in 1868, and the ALPHA SIGMA, organized in 1882, are composed of young men. Their halls are on the third floor of Anderson Hall. Each society is divided into a "senior section" and a "junior section," the latter being composed of students in the Preparatory Department. The BAINONIAN, organized in 1875, and the THETA EPSILON, organized in 1894, are conducted by the young women. They have neatly furnished halls in Pearsons Hall. The societies meet every Friday evening to engage in debates and other literary exercises. The junior sections of the young men's societies meet on Saturday evening. Each society gives annually a public midwinter entertainment.

The Y. M. C. A. and Y. W. C. A.—The Y. M. C. A., established in 1877, has become one of the strongest organizations of its kind in the South. The weekly devotional meetings are held on Sabbath afternoon in the auditorium of Bartlett Hall. The Association conducts an annual encampment on the Tennessee River for one week before the opening of the fall term, at which encampment plans and policies for the ensuing year's work are arranged. The officers of the Association are as follows: President, Harry H. Ferntheil; Vice President, Blaine Crum; Secretary, Charles Walker; Treasurer, Andrew T. Norgan; Cabinet, Chester F. Leonard, Guy H. Johnson, George N. Steelman, Cecil Cross, Homer B. Frater, Roy R. Anderson, and Andrew Richards.

The Advisory Committee of the Y. M. C. A., composed of representatives of the Faculty and of the student body, directs the general policies of the Association. It consists of the following members: Class of 1916: Professor Gillingham, Oscar Robinson, and Herman L. Caton; Class of 1917: Treasurer Proffitt, Major Will A. McTeer, and Commodore B. Fisher; Class of 1918: Dean Barnes, Chairman, President Wilson, and Professor Bassett.

The Y. W. C. A. was established in 1884, and has become one of the most wholesome influences in the religious life of the College. The weekly devotional meetings are held on Sabbath afternoons in the association room, in the basement of Voorhees Chapel. The Association has a small but valuable library, known as the Florence McManigal Memorial Library. It was contributed by Rev. J. Oscar Boyd, Ph.D., and wife, of Paterson, N. J., as a memorial to their sister, Miss McManigal, '08, who was an instructor in the College and who died in 1909. The officers of the Association are as follows: President, Lula B. Creswell; Vice President, Mary Miles; Secretary, Eva L. Ogilvie; Treasurer, Cora S. Burns; Cabinet, George Ella Simpson, Franke Sheddan, Mattie M. Fisher, Emma Miles, Anna J. Jones, Winifred J. Decker, Alice E. Wright, and Celia E. Rough.

A Bit of the College Woods

The Athletic Association.—This organization is maintained by the student body for the purpose of regulating athletics and caring for athletic equipment. The Board of Athletic Control, composed of representatives of the Faculty, the students, and former students, meets at stated intervals and exercises oversight over all the athletic events of the College. Tickets are sold that admit to all games played in Maryville and entitle the holders to the use of any available equipment used in athletic sports. The football and baseball fields, the tennis courts, the track, and the basketball court are open to any student desiring to enter these forms of sport.

The members of the Board of Athletic Control, whose officers are also the officers of the Athletic Association, are as follows: President, Harwell B. Park; Secretary, George M. Adams; Treasurer and Official Buyer, Treasurer Proffitt; Faculty Representatives, President Wilson and Professors McClenahan and Knapp; Student Representatives, Oscar Robinson, Ralston W. Carver, Lois C. Wilson, and Alice E. Wright; Town Representatives, John A. McCulloch, M.D., and John H. Mitchell.

The officers of the athletic teams are as follows: Managers: Football, Robert S. Gamon; Basketball, Blaine Crum; Women's Basketball, Lois C. Wilson; Baseball, Ralston W. Carver; Track, Herman L. Caton; Tennis, Charles E. Silsby. Captains: Football, Edward Ensign; Basketball, Oscar Robinson; Women's Basketball, Catherine S. Sugg; Baseball, Harwell B. Park.

The Ministerial Association, organized in 1900, is composed of the candidates for the Christian ministry that are in attendance upon the College. It has for its object the enlistment of its members in various forms of active Christian work, and the discussion of themes relating to the work of the ministry. Its officers are: President, Cecil Cross; Vice President, Enos C. Thurmond; Secretary and Treasurer, Edward F. Cody; Editor, Eldridge Wallin; Superintendent of Mission Work, Ralph A. Young.

The Student Volunteer Band.—The College has from its earliest history been identified with foreign missions, and has sent out forty-nine missionaries into fourteen foreign countries. Since 1894 the students have maintained a Student Volunteer Band, composed of those who are pledged to enter some foreign field, if the way be open. The Band meets weekly to study missionary fields and conditions. The officers for the present year are as follows: Leader, Keith Postlethwaite; Secretary and Treasurer, Homer B. Frater; Program Secretary, Charles E. Silsby; Editor, Commodore B. Fisher.

The Intercollegiate Prohibition Association.—Interest and participation in the prohibition movement have been characteristic of the Faculty and students of the College from its foundation. The object of this association is to obtain and circulate information regarding the prohibition

movement throughout the United States, to deepen interest therein, and to train participants in intercollegiate contests conducted under the management of the larger Association, of which the local organization is a part. The officers are: President, Erma M. Russell; Vice President, Edward Kidder; Secretary and Treasurer, Jason G. Purdy; Program Secretary, Franke Sheddan.

The Law Club.—The young men that are studying with a view to entering the profession of law maintain an organization known as the Law Club. Their purpose is to familiarize themselves with the features of their contemplated life work, and to develop high moral standards and ideals in connection with their profession. The officers of the club are: President, Charles L. Smith; Vice President, Fred R. Whalin; Secretary and Treasurer, Jesse B. Ross; Program Secretary, William W. Candler.

ALUMNI ASSOCIATION

This Association was formed in 1871. It holds its annual meeting on Commencement Day, when a banquet is given under the auspices of the Faculty of the College and the local alumni. The officers for 1915-1916 are as follows: President, Samuel W. Sherrill, '92; Vice President, Charles E. Ensign, '81; Secretary, Samuel T. Wilson, '78; Executive Committee, Hubert S. Lyle, '99, Harvey B. McCall, '96, Nellie P. McCampbell, '09, Jonnie A. McCully, '14, and Madge T. Reagan, '15; Manager of the Alumni and Undergraduate Scholarship Fund, Henry J. Bassett, '04.

DEGREES CONFERRED IN 1915

The degree of Bachelor of Arts was conferred upon the following twenty-seven members of the graduating class of 1915: Anise Elias Atiyeh, Hiram Smith Balch, Mark Hopkins Barnes, Alfred DeBard Biggs, Mary Barnett Boggs, Lester Everett Bond, Harry Oswald Bush, Ruth Virginia Butler, Ruth Rankin Carson, Anne McPheeters Crane, Charles Edward Dawson, John Evans Ensign, Thomas Warner Goddard, Marie Elise Karnes, Emmett Kilpatrick, Ralph Waldo Lloyd, Sarosa Rosamond Melick, Thomas Harvel Mitchell, Frank Macquarie Moxon, Albert Francis Murray, Winifred Lee Painter, Samuel Franklin Powel, Madge Tipton Reagan, John Vant Stephens, Jr., Corinne Fleming Tetedoux, George Lynn Toney, and Howard Hannington Wilson.

The honorary degree of Bachelor of Divinity was conferred upon the Rev. Charles Newton Magill, '99, of Tayabas, P. I.

GRADUATION HONORS

Two members of the graduating class, one young man and one young woman, are chosen upon the basis of scholarship and general merit to rep-

resent the class as orators on Commencement Day. The representatives of the class of 1915 were Samuel Franklin Powel and Sarosa Rosamond Melick. For the change in the method of awarding graduation honors, becoming effective in 1916, see page 12.

GRADUATES IN HOME ECONOMICS, 1915

Edith Elwood Huff and Mae Darthula Smith.

POSTGRADUATE STUDENT IN MUSIC, 1915

Piano: Edna Elizabeth Dawson.

GRADUATES IN MUSIC, 1915

Piano: Willie Kate Hill and Lennis Lucile Tedford.

POSTGRADUATE STUDENT IN EXPRESSION, 1915

Anna Ethel Fanson.

PHYSICAL CULTURE

Classes are conducted by the physical directors daily, and every student, except members of the Junior and Senior Classes, is required to avail himself of the privilege afforded, unless excused by reason of physical disability, or of being a member of a regular athletic team. Excuses for any other reason must be approved by the Faculty before being accepted. A physical examination is required annually of every student. The classes for the young men and the young women meet in their respective gymnasiums and under the direction of their respective physical directors. The work offered is carefully graded and adjusted to the needs of the various classes. Credit is given for the satisfactory completion of each term's work. Every young woman should bring a gymnasium suit, preferably consisting of a white middy and blue bloomers, and gymnasium or tennis shoes. Every young man should bring a regulation white gymnasium suit, consisting of sleeveless shirt, running pants, support, and gymnasium or tennis shoes.

The swimming pool is open three days each week for the young men and on the alternating three days for the young women. Careful supervision of the pool is given at all times, and no one is permitted in the pool except when a physical director is present. The pool is kept in the best sanitary condition. Shower baths in a separate room are provided and required to be used before a person is permitted to enter the pool.

MEDICAL ATTENTION

The Ralph Max Lamar Memorial Hospital, spoken of elsewhere, is available for all students. A trained nurse looks after the general health of the students, and nurses all cases that require her attention. In cases

of slight illness no charge is made for nursing, but the patient pays $4.00 a week for the use of the ward, and for board and laundry. In cases of serious illness demanding more than ordinary time and attention, a nominal charge is also made for the nursing. On Monday, Thursday, and Saturday of each week free medical consultation and prescription by approved physicians are provided at the hospital for out-of-town students. Any other medical attention, however, that may be required must be paid for by the student. These privileges have been responded to with marked appreciation by the student body, and the medical attention thus afforded has been of great service in the prevention and checking of serious illness.

THE Y. M. C. A. LYCEUM COURSE

For several years the Y. M. C. A. has conducted for the student body and the public a course of lectures and entertainments. The course usually consists of five or six numbers, one or two of which are popular lectures and the rest musical, elocutionary, or dramatic entertainments. The course is provided at small cost to the student, tickets for the entire series costing usually a dollar and a half.

ADMINISTRATIVE RULES

Absence from the College.—Students are not allowed to absent themselves from the College without permission from the Faculty.

Changes of Course.—All changes of studies must be made within two weeks after matriculation. Thereafter, all changes for students in the Preparatory Department shall be made by order of the Principal of the department, and all changes in the College Department by permission of the Faculty, and in all cases after consultation with the instructors concerned. Every change of course made after two weeks from date of matriculation involves a fee of fifty cents, unless this fee is remitted by special vote of the Faculty.

Delinquencies and Demerits.—All unexcused delinquencies and demerits are registered. When they amount to twenty-five, the student ceases to be a member of the institution. A delinquency is a failure to perform any college duty. Excuses for such failure must be presented immediately upon returning to work.

Dismissal from College.—Students are dismissed, also, whenever in the opinion of the Faculty they are pursuing a course of conduct detrimental to themselves and to the College. The Faculty are the sole judges of the advisability of such dismissal. Maryville College is a private institution, and reserves the right to dismiss a student whenever the authorities of the College may elect. An institution which is affording such extensive opportunities and advantages to its students in return for fees not so large

as the incidental fees of most institutions, can not allow those to remain in attendance who fail to perform their college work, or who injure college property, disturb college order, or by acts of insubordination or immorality hurt the good name of the College and add unnecessary burdens to the authorities of the institution. The College desires no such students, and rids itself of them when they appear.

Disorder.—Promoting or participating in class clashes or fights, and hazing or other interference with individual liberty or class functions on the part of individuals or classes, are prohibited. Applicants for admission are referred to the paragraphs on Admission to the College, or Admission to the Preparatory Department.

Entertainments.—To avoid interference with the regular work of the College, students are not permitted to engage in dramatic entertainments, and must secure special permission before engaging in any entertainment outside the College.

Examinations.—A student absent from any examination without an approved excuse will be marked "zero" on that examination, and will receive no credit for his term's work. Any student failing to be present at term examinations shall be required to take all omitted examinations before being allowed to enter classes on his return to the College. A fee of one dollar will be charged for any examination given at any other time than that set for the regular examinations.

Forfeiture of Aid.—Any student receiving financial aid from the College, in the form of scholarships, loans, or opportunities for work, will forfeit such aid if he becomes an object of college discipline.

Religious Services.—Prayers are attended in the college chapel in the morning, with the reading of the Scripture and with singing. Every student is required to attend public worship on the Sabbath, and to connect himself with a Sabbath-school class in some one of the churches in town.

Rooming in Town.—Students are not permitted to room or to board at hotels or other places disapproved by the Faculty. Young women from out of town are not permitted to room or board off the college grounds, except with relatives.

Sabbath.—Students are not allowed to patronize the Sunday trains or to visit the railway stations on the Sabbath. No student will be received on the Sabbath. Sunday visits are disapproved.

Secret Societies.—No secret society will be allowed among the students, and no organization will be permitted that has not been approved by the Faculty.

Standing.—A uniform system of grading is employed, upon the results of which depends the promotion from one class to another. The Faculty meets each week of the college year, and receives reports of the work

done in all departments and of the delinquencies of individual students. A record is made of the standing of each student, which is sent to his parents or guardian at the end of each term. In order to be classified in any given year in the College Department a student shall not be conditioned in more than three studies.

Tobacco.—The use of tobacco on the college grounds and in the college buildings is forbidden, and no student addicted to its use will be allowed to room upon the college premises. One violation of this rule will be deemed sufficient to exclude a student from the college dormitories.

Vaccination.—Vaccination is required of those students who have not recently been vaccinated.

SELF-HELP

The College offers opportunities of self-help to a large number of deserving young men and young women. About three hundred annually avail themselves of such opportunities. The work offered includes manual labor on the grounds, janitor service in the various buildings, dining-room and kitchen service at the Cooperative Boarding Club, office work, and work as assistants in laboratories or libraries. These forms of employment are paid for at a rate varying according to the degree of skill and responsibility involved. Indoor work is allotted usually to students that have previously given proof of their ability and worth. Positions of exceptional responsibility, such as janitor service and work as assistants, are granted for a year in advance, the assignment being made at the close of the spring term. Assistants in any department are elected by the Faculty upon the recommendation of the head of the department.

Application for work of any kind must be made in writing and addressed to the Faculty. The acceptance of an opportunity of self-help involves especial obligation to diligence, loyalty, and the faithful discharge of duty. A student that fails to do satisfactory work or becomes an object of discipline by the Faculty will forfeit all such opportunities.

SCHOLARSHIP FUNDS

The Craighead Fund, 1886, contributed by Rev. James G. Craighead, D.D., of Washington, D. C., for candidates for the ministry... $1,500
The Carson Adams Fund, 1887, by Rev. Carson W. Adams, D.D., of New York, for tuition help..... 6,300
The George Henry Bradley Scholarship, 1889, by Mrs. Jane Loomis Bradley, of Auburn, N. Y., in memory of her only son..... 1,000
The Willard Scholarship, 1898, by the Misses Willard, of Auburn, New York..... 1,000

The Students' Self-help Loan Fund, 1903, 1908, and 1912, by Rev. Nathan Bachman, D.D., of Sweetwater, Tenn., for loans to upper classmen $2,000

The Clement Ernest Wilson Scholarship, 1904, by the late Mrs. Mary A. Wilson, of Maryville, in memory of her son..... 1,000

The Alumni and Undergraduate Scholarship Fund, begun 1904, by the Alumni Association and former students. A bequest of $500 was made to the fund by the late Mrs. M. A. Wilson, of Maryville 2,281

The Angier Self-help Work and Loan Fund, 1907-1911, by Mr. Albert E. Angier, of Boston, Mass., to provide opportunities of work and loans for young men..... 5,000

The Margaret E. Henry Scholarship, 1907, established through the efforts of Mr. Jasper E. Corning, of New York..... 1,000

The Arta Hope Scholarship, 1907, by Miss Arta Hope, of Robinson, Ill..... 1,000

The Hugh O'Neill, Jr., Scholarship, 1908, by Mrs. Hugh O'Neill, of New York, in memory of her son..... 1,000

The Alexander Caldwell Memorial Fund, 1908, by Mr. G. A. Moody, of Jefferson City, Tenn., the income to be loaned..... 1,000

The D. Stuart Dodge Scholarship, 1908, by Rev. D. Stuart Dodge, D.D., of New York City, preferably to aid graduates of the Farm School of North Carolina..... 1,500

The Julia M. Turner Missionary Scholarship Fund, 1908, by Mrs. Julia M. Turner, to aid the children of foreign missionaries or those preparing for the foreign field..... 5,000

The William J. McCahan, Sr., Fund, 1908, by Mr. William J. McCahan, Sr., of Philadelphia, Pa., for tuition help..... 5,000

The W. A. E. Campbell Foreign Missionary Fund, 1909, by Rev. W. A. E. Campbell, of Hanna City, Ill., to aid a young woman preparing for foreign missionary work..... 700

The Charles Francis Darlington, Jr., Scholarship, 1909, by Mrs. Letitia Craig Darlington, of New York, in honor of her son... 1,000

The Hoover Self-help Fund, 1909, by Dr. W. A. Hoover, of Gibson City, Ill., to provide opportunities of work for young men..... 500

The Isaac Anderson Scholarship, 1909, by James A. and Howard Anderson, of Knoxville, Tenn., in memory of their great-uncle, Rev. Isaac Anderson, D.D., the founder of Maryville College.. 1,000

The John H. Converse Scholarship, 1909, by Mr. John H. Converse, of Philadelphia, Pa., for candidates for the ministry and other Christian service..... 5,000

The Chattanooga Self-help Fund, 1910, by Rev. E. A. Elmore, D.D., and other citizens of Chattanooga, Tenn., to provide opportunities of work for students..... 500

The Rena Sturtevant Memorial Scholarship, 1910, by Miss Anna St. John, of New York $1,000

The Nathaniel Tooker Scholarship, 1910, by Nathaniel Tooker, Esq., East Orange, N. J. 1,000

The James R. Hills Memorial Self-help Work Fund, 1911, by Miss Sarah B. Hills, of New York, to provide work for students 1,000

The Mrs. Elizabeth Hyde Mead Memorial Scholarship, 1911, by the Abbot Collegiate Association of New York 1,000

The G. S. W. Crawford Self-help Fund, 1912, by friends of the late Professor Crawford, to provide work for students 1,000

The Elizabeth Belcher Bullard Memorial Scholarship, 1912, "given in memory of a great friendship" by Mrs. Elizabeth C. Barney Buel, of East Meadows, Litchfield, Conn., through the Mary Floyd Tallmadge Chapter of the D. A. R. 1,000

The Elizabeth Hillman Memorial Scholarship, 1912 and 1914, by Mrs. John Hartwell Hillman, of Pittsburgh, Pa., through the Pittsburgh Chapter of the D. A. R., "in perpetuity for mountain girls in Maryville College" 2,000

The Robert A. Tedford Scholarship, 1913, "given by his wife, Emma Patton Tedford, as a memorial to her husband" 1,000

The Major Ben and Jane A. Cunningham Fund, 1914, by Edwin S., Campbell S., Clay, and Ben Cunningham, to assist worthy and needy students, preferaby from Blount County, Tennessee 1,045

The Mary Harwood Memorial Scholarship, 1915, by the Stamford, Conn., Chapter of the D. A. R., "to aid worthy students" 1,000

The Harriet Van Auken Craighead Memorial Scholarship, 1916, by Miss Alice W. Craighead, of Washington, D. C., to aid preferably young women from the Southern Appalachians, preparing to be teachers 1,500

COLLEGE PUBLICATIONS

The official publication of the College is THE MARYVILLE COLLEGE BULLETIN. It is issued four times a year, and is sent free to any who apply for it. The May number of each year is the annual catalog. THE HIGHLAND ECHO is issued weekly by the students, the editorial staff consisting of representatives of the four literary societies, the Christian Associations, the Athletic Association, and the Alumni Association. THE CHILHOWEAN is issued annually by the Senior Class. It is the yearbook of the student body, containing a summarized record of the year's work in all the departments and organizations of the College, and is an attractive souvenir. THE MARYVILLE HANDBOOK is issued annually by the Christian Associations. It is intended to present the work of the Associations to new students,

and also to assist them in adjusting themselves to their new environment. It includes a directory of the Christian Associations, Literary Societies, Athletic Associations, city churches, and college offices; the college colors, yell, song, and athletic records; and instructions as to matriculation.

THE CENTENNIAL FORWARD FUND OF $300,000

Maryville College will complete its first century of service on Commencement Day, 1919. The closing years of this notable first century of the College are crowded, on the one hand, with embarrassing riches of clientage and opportunity, and, on the other hand, with an embarrassing lack of endowment and income. Since the College sternly and religiously limits the amount of its expenditures to the size of its income, it follows that such needs as are not provided for by the revenues must go unmet. The South is developing with marvelous rapidity. Country life is becoming more attractive than heretofore; and the Southern Appalachian field is calling for the best that can be done in the line of education.

In order to enable the institution to enter upon the second century somewhat more adequately equipped to meet its opportunities and to perform its obligations, the Board of Directors of the College have decided that a special Centennial Forward Fund shall be sought, which, it is hoped, will, when completed, amount to three hundred thousand dollars. All contributions to permanent endowment funds and to building and equipment funds made up to June, 1919, will be credited toward this fund.

Some of the most urgent needs of the College that would be provided for by the securing of this Centennial Fund are the following: (1) The increase of the now inadequate salaries of the teaching force to a more nearly living-wage standard. At present the college faculty receive salaries considerably below what they would receive in the high schools throughout the greater part of our country; while the preparatory teachers receive much smaller salaries than they would command in regular high-school work. It is not right that these faithful and efficient men and women, whose moral purpose and college loyalty hold them in their positions of instruction at Maryville, should be so poorly paid that anxiety and self-sacrifice must be their lot. Moreover, as the cost of living advances, it is becoming increasingly difficult for the College, with its low salaries, to secure the services of suitable and competent additional professors as they are needed. The high standards of the institution as well as justice to the people who teach are both imperiled by the inadequate salaries that are now paid. The very modest sum that is sought for the increase of the salaries of the teaching force is $50,000. The annual income of this amount would be $3,000. (2) Endowment for a manual training department, $25,000. Too long has this important and most practical department been delayed. The basement of Carnegie Hall was

planned with reference to it, and will provide at least temporary quarters for it. (3) Endowment for an agricultural department, $25,000. The clientage of Maryville, the rapid and cheering development of rural life in the South, the need that present-day public-school teachers have of training in agriculture, and the trend of the times all demand this new department. Nothing in recent years has aroused so many favorable comments as has the announcement of the intention of the College to establish such a department. (4) A hospital endowment to provide the salary of the nurse, $10,000. The hospital is proving invaluable, and the nurse is necessary, and the students are unable to pay for one. Thus far, $1,156 has been paid in on this fund. (5) Additional endowment for the library, the general laboratory and work-shop of all departments of the College, $15,000. The present endowment is less than eight thousand dollars. (6) Endowment to pay the administrative expenses of the Cooperative Boarding Club so as to keep the cost of board from rising any further, $15,000. Thousands of students have been enabled to attend college because of this remarkable club. Board is $1.95 a week. This year more than five hundred students have been members of the Club. (7) Endowment for the natural science departments to help provide annual supplies, $10,000. (8) A new central recitation building, $75,000. It can not be long deferred. All available recitation space is utilized, and yet the work is sorely cramped. The only recitation buildings are the old original Anderson Hall and the Fayerweather Science Hall. (9) Another dormitory for young men, $50,000. Both dormitories for the young men are crowded, and a hundred young men are unable to secure rooms in them. A dormitory capable of providing a home for one hundred and twenty additional students should be erected. (10) Equipment of the manual training and agricultural departments, $10,000. (11) For streets, walks, and other improvements of the campus, $5,000. The grounds have been reluctantly left unimproved through lack of funds. (12) The provision of a water-supply and fire-protection system adequate for the enlarged demands made by the added dormitories and other buildings. Much work has been done during the past three years in providing for this need. To complete the system there will be required $5,000. (13) Smaller needs: (a) To install a pipe organ in the chapel, $3,000. (b) To provide additional furniture for Memorial and Baldwin Halls, $1,000. (c) To complete the swimming pool, $1,000.

All these great needs can be met with three hundred thousand dollars. And the College earnestly asks the friends of education to help it secure this amount by Centennial Commencement Day, 1919, that it may begin the new century with ability commensurate with its opportunity.

All general correspondence regarding the Centennial Forward Fund should be addressed to PRESIDENT SAMUEL T. WILSON or to PROFESSOR CLINTON H. GILLINGHAM; all correspondence regarding scholarships and self-help work funds, to MISS MARGARET E. HENRY, Chairman of the

Scholarship Committee; while all correspondence regarding the agricultural department, and all contributions to the Centennial Forward Fund should be addressed to TREASURER FRED L. PROFFITT.

THE GENERAL EDUCATION BOARD'S GRANT

At its meeting in January, the General Education Board appropriated the sum of seventy-five thousand dollars toward the above-mentioned three hundred thousand dollar Centennial Fund, to be paid on condition that the entire fund be secured within a specified time. Not only is this conditional appropriation a great gift in itself considered, for it is one-fourth of the entire amount sought, but it is also a notable tribute to the standards and work of Maryville. And this is especially true in view of the fact that this is the Board's second appropriation to Maryville, the Board having made a grant of fifty thousand dollars, in 1907, to the "Forward Fund of Two Hundred Thousand Dollars." The friends of the College are profoundly grateful to the General Education Board for these epoch-making grants made the institution in its times of need, opportunity, and crisis.

BEQUESTS AND DEVISES

Since each State has special statutory regulations in regard to wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the State in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given, as in the following form:

"I give and bequeath ..... to 'THE DIRECTORS OF MARYVILLE COLLEGE,' at Maryville, Tennessee, and to their successors and assigns forever, for the uses and purposes of said College, according to the provisions of its charter."

REGISTER OF STUDENTS

College Department

SENIOR CLASS

Acton, James Arthur	Birmingham, Ala.	General
Adams, Alma McBryan	Union, S. C.	General
Adams, George Morris	Cedar Hill	General
Caldwell, Alexander Bryan	New Market	General
Carver, Ralston Wilde	Hickory, N. C.	Social Science
Conrad, Chauncey Elbert	Fredericktown, Mo.	General
Creswell, Lula Baxter	Bluefield, W. Va.	General
Cross, Frank Moore	Gastonburg, Ala.	Classical
Dawson, Edna Elizabeth	South Knoxville	Modern Languages
Ferguson, Arthur Aaron	Elizabethton	General
Fisher, Commodore Bascom	Lewisburg	Social Science
Foster, Edna McBee	Maryville	General
George, Margaret Irene	Mentor	General
Henry, Cora Jane	Walland, R. D. 2	Education
Kennedy, Zelma Beaumont	Straw Plains, R. D. 3.	General
Kidder, Jonathan Edward	South Knoxville	General
Lowry, Bernice Lee	Maryville	General
McCurry, Coy Edward	Mosheim, R. D. 2	General
McKelvey, Gertrude Ethel	Chattanooga	General
May, Aletha Cleland	Maryville	Modern Languages
Meek, Harriett Louise	De Soto, Mo.	General
Mitchell, Lily Elma	Ironton, Mo.	Social Science
Park, Harwell Bennett	Culleoka	General
Pleasants, William Henry	Roxboro, N. C.	Science
Postlethwaite, Frank Keith Thomson	North Chattanooga	General
Powel, William Armstrong	Rogersville	General
Pritchett, William Henry	Annemanie, Ala.	General
Proffitt, David Wilson	Maryville, R. D. 2	Social Science
Rankin, Rolfe Montgomery	Jet, Okla.	Mathematics
Robinson, Gilbert Oscar	Patton, Mo.	Modern Languages
Silsby, Charles Edwin	Shanghai, China	General
Smith, Mae Darthula	Morristown, R. D. 7.	General
Smith, Raymond Owens	Maryville	General
Sugg, Catherine Sherbrooke	Christiana	Modern Languages
Taylor, Murriel	Maryville	General

Threlkeld, Horace Walton	Hobart, Okla.	General
Vinyard, Harry Andrew	Pevely, Mo.	General
Walker, Joseph Charles	Lafollette, R. D. 3	General
Wallin, Stephen Eldridge	Big Laurel, N. C.	General
Webb, Lillian Gray	Maryville	General
Whalin, Fred Raymond	Sharon, Kan.	Social Science
Wilson, Lois Coligny	Maryville	General

JUNIOR CLASS

Calloway, Henry Abbott	Maryville	Science
Carson, Dorothy Jean	Maryville	General
Caton, Herman Luther	Cosby	General
Crum, Mark Blaine	Greeneville, R. D. 15	General
Day, Guthrie Ford	Spring City	General
Ensign, Charles Edward	Rossville, Ga.	Mathematics
Gamon, Robert Speer	Knoxville	General
Garrison, Nellie James	Byington	General
Haggard, William Wade	Maryville	General
Hickey, Mary Craig	Jonesboro	General
Hopkins, Cora Frances	Tuscumbia, Ala.	General
Jones, Anna Josephine	Charlestown, Ind.	General
Lansing, Vernon Cecil	Bay City, Mich.	General
Leonard, Chester Fred	Chicago, Ill.	General
Logan, Rosa Emma	Persia	General
McCord, William Hugh	Lewisburg	General
Mapes, Ralph Clark	Rising Sun, Ind.	General
Martin, William Earl	Maryville	General
Painter, John William	Maryville, R. D. 6	General
Pleasants, Annie Lewis	Roxboro, N. C.	General
Porter, Jean McDonald	Campinas, Brazil	General
Quinn, Charles Fred Patrick	Lancing	General
Rodgers, William Hunter	Macomb, Ill.	General
Russell, Erma Madison	Nashville	General
Samsel, Herbert Whitelaw	Tate	General
Sheddan, Franke	DeLand, Fla.	Classical
Smith, Harry Huff	Newport	Science
Steelman, Florence Christine	Breakabeen, N. Y.	Modern Languages
Steelman, Frances Willard	Breakabeen, N. Y.	Modern Languages
Striplin, Esther Apharine	Gurley, Ala.	Mathematics
Tedford, Stacie Arbeely	Maryville, R. D. 2	General
Wilson, Bertha Mary	Maryville	General
Wright, Alice Elizabeth	Maryville	General

SOPHOMORE CLASS

Baker, Marie Elizabeth	Kingston, O.	General
Bassett, Margaret	Newport, Pa.	Modern Languages
Bicknell, Guilford O.	Maryville	General
Brocklehurst, Zeora Montez	Mercer, Pa.	Eng. Lit. and History
Brown, Frances Marie	Volant, Pa.	General
Bryson, Alton Davis	Whitwell	Mathematics
Cooper, Finis Gaston	Gastonburg, Ala.	Mathematics
Creswell, Anne Gamble	Maryville	General
Cross, Shelby Cecil	Columbiana, Ala.	General
Dawson, Horace	South Knoxville	Classical
Eaton, Chester Manning	Macomb, Ill.	General
Erntheil, Harry Henry	Mount Washington, O.	General
Fisher, Mattie Mildred	Lewisburg	General
Frazier, Frederick Emerson	Knoxville, R. D. 10.	General
French, Edith Elizabeth	Fort Branch, Ind.	Eng. Lit. and History
Gibson, Lucy Genevieve	De Soto, Mo.	General
Henry, Elizabeth Amy	Flanders, N. J.	Classical
Henry, Johnnie Belle	Maryville, R. D. 1.	General
Henry, Lily Canzada	Cosby, R. D. 1.	General
Jordan, Herbert Joseph	Beverly, N. J.	Classical
Kelly, Charles Francis	Kodak	General
Knapp, Josephine	Maryville	Mathematics
LaRue, Claude Smith	Lagrange, Ind.	Science
Lloyd, Glen Alfred	Fort Duchesne, Utah.	General
McClelland, Francis DeLoss	East Butler, Pa.	General
McClenaghan, Willis Crowell	Princeton, N. J.	General
McTeer, William Andrew	Maryville	General
Miles, Mary	Knoxville, R. D. 10.	General
Mitchell, Muriel Florence	Osborne, Kan.	Modern Languages
Myers, Mary Grace	Dale, Ind.	General
Ogilvie, Eva Louise	Dresden, O.	General
Richards, Andrew	Leith, Scotland	General
Robinette, Faith	Rockport, Ind.	General
Rose, Joseph	Naillon	Mathematics
Sisk, Augustus	Marion, N. C.	Mathematics
Smith, Charles Logan	Harlan, Ky.	General
Steelman, George Newton	Breakabeen, N. Y.	Science
Sugg, Margaret Sutton	Christiana	Modern Languages
Tate, Henry Lee	Fluvanna, Tex.	General
Taylor, Robert Landon	New Market	General
Thomson, Charles Harrison	Madrid, Spain	Mathematics
Turner, James Haskew	Maryville, R. D. 1.	General

Watkins, Ben Ed	Indian Springs, Ga.	Science
Webster, Alfred Harrison	Oliver Springs	General
Williams, Aubrey Willis	Birmingham, Ala.	Classical
Williams, Deck Christopher	Cosby, R. D. 2	General
Wood, Leonard McKenzie	Adamsville, Tex.	General

FRESHMAN CLASS

Adams, Helen Ruth	Rockport, Ind.	Modern Languages
Adams, James Thomas	Wheat	General
Adams, Robert Wright	Burnsville, N. C.	General
Bailey, Davie Grace	Baileyton	Classical
Barbour, Myron Froome	Aurora, Ind.	General
Barnette, Minerva Lee	Pineville, N. C.	General
Briggs, David Hezekiah	Marshall, N. C.	General
Brocklehurst, Mary Ruth	Mercer, Pa.	General
Brown, Helen Rosalie	Brooklyn, N. Y.	Classical
Bryan, John Nathan	Kissimmee, Fla.	General
Burchfiel, Ethel Leona	Dandridge	General
Burdge, James Robert	Golden City, Mo.	General
Butler, Lois Marie	Crawfordsville, Ind.	General
Cagle, Fred Hobart	Englewood	General
Campbell, Edward Stephen	Biloxi, Miss.	Classical
Carver, Stella	Marshall, N. C.	General
Clayton, Lucretia Dexter	Parkersburg, W. Va.	General
Cook, Elbert Edmond	Kingston	General
Covert, Esther Grace	Jeffersonville, Ind.	General
Cox, Jasper Morgan	Cairo, W. Va.	General
Crowe, Mildred Justina	Middlesboro, Ky.	General
Crum, Miriam	Charlestown, Ind.	General
Davidson, Leslie Eugene	Oliver Springs	General
Disney, Edward Kyle	Coal Creek	Science
Edgemon, Charles Louis	Englewood	General
Ellis, Edwin Breckenridge	Maryville	General
Fancher, Notie Snodgrass	Sparta	General
Frater, Homer Byron	Columbus, O.	Social Science
Gallion, Blanche Lee	Jefferson City	General
Gibbons, Evelyn Mignon	Maryville	General
Graham, Gladyse Catherine	Greenville, Tex.	General
Guess, Katherine Eloise	Charleston, S. C.	General
Hamilton, Jacob Ralph	Church Hill	Science
Harrison, Leta Bess	New Decatur, Ala.	General
Hayes, William Young	Centerville, Ala.	General
Hicks, John Thompson	Madisonville	Eng. Lit. and History

Holmes, William Bryan	Birmingham, Ala.	General
Houghton, Frank Sentelle	Birmingham, Ala.	Mathematics
Howard, Adah Henley	Maryville, R. D. 1	General
Jackson, Edith Alice	Hinckley, Me.	General
James, Ernest Kelly	Springer, N. C.	Social Science
Johnson, Guy Holmes	Cumberland, O.	Classical
Johnson, Luther Edward	Elk City, Okla.	General
Jones, Gussie Oglesby	Elberton, Ga.	General
Jones, William Hereford	New Market, Ala.	Mathematics
Kehr, Elizabeth McNeely	Knoxville	Classical
Kittrell, Sara Louise	Maryville	General
Kizer, William Lenoir	Philadelphia	General
Lee, Robert Ernest	Center, Ala.	General
Lewis, Mary Kate	Biloxi, Miss.	General
Lyle, Carl Blackburn	Dandridge	General
McClure, Charles Raymond	De Lancey, N. Y.	Classical
McConnell, Thomas Lamar	Maryville, R. D. 6	Mathematics
McCulley, Emma Mae	Maryville, R. D. 2	General
McCurry, Luther	Mosheim, R. D. 2	General
McGinley, Viola Blanche	Maryville, R. D. 5	General
McKelvey, Jean Elizabeth	Chattanooga	General
Mackie, Henry Pud	Granite Falls, N. C.	Science
Magill, Mary Ella	Birmingham, Ala.	General
Middleton, Lee Roy Elmer	Marfa, Tex.	General
Miles, Emma	Knoxville, R. D. 10	General
Mitchell, George Edgar	Rogersville	General
Moore, Ralph Blaine	Russellville	General
Newell, Helen Elizabeth	Chattanooga	General
Norgan, Andrew Thomas	Drumore, Pa.	Classical
Painter, Erskine Grills	Maryville, R. D. 6	Mathematics
Pardue, Jamie Maude	Sweetwater	Classical
Peters, Samuel Everett	Friendsville	Mathematics
Phillips, Nora Estelle	Edison, Ga.	Classical
Pixley, Rex Arthur	Richmond, Mich.	General
Proffitt, Sallie Kathryn	Bald Creek, N. C.	General
Purdy, Jason G.	Sardinia, O.	Classical
Raulston, James Dukes	Straw Plains, R. D. 1	General
Ritchie, Eva	Biggsville, Ill.	General
Runyan, Abby Elizabeth	Sevierville	General
Sheddan, Carrie Belle	DeLand, Fla.	General
Sheffey, Thomas Phillips	Maryville	General
Smith, Ralph Elisha	Harlan, Ky.	Mathematics
Sullivan, Forrest Orestes	Cleveland	General

Susong, John Calvin	Walland	Mathematics
Thompson, Mary Estelle	Salem, Ind.	General
Tipton, Elsie Margaretta	Elizabethton	General
Townsend, Marietta Porter	Clinton, N. J.	Classical
Tucker, Ralph Alfred	Crichton, Ala.	Science
Waite, James Alexander	Delmont, Pa.	General
Wells, Dorothy Carolyn	Maryville, R. D. 1	General
Whitney, Frank	Fayette, Ala.	Science
Wickham, Rue Eugene	Fountain City	General
Wilson, Carl Edsall	Van Buren, O.	General
Wilson, Doras Mae	Ashland, Ala.	General
Wilson, Nona Marie	Sidney, O.	General
Wilson, Wildus Gail	Sidney, O.	General
Witherspoon, John Knox	Kissimmee, Fla.	Science
Zumstein, Ida Magdalene	Wartburg	General

IRREGULAR COLLEGIATE STUDENTS

Anderson, Roy Ritter	Lenoir City	General
Arrants, Hattie Lucile	Piney Flats	Home Economics
Blackburn, Thomas McSpadden	Dandridge, R. D. 3	General
Burchfield, Mary Elizabeth	Walland, R. D. 1	Education
Candler, William Washington	Candler, N. C.	General
Crane, Alice Augusta	New Decatur, Ala.	General
Garrison, William Reid	Derita, N. C.	General
Goddard, Cecil French	Maryville	General
Greer, Harold Hale	Maryville	General
Harrison, Cleo Maude	Knoxville	General
Hill, Mary Mabel	Dandridge	General
Hodges, George Winfred	Boyds Creek	Classical
Ivy, Edward	Morristown	General
Jones, Margaret Mason	Maryville	Home Economics
Karte, Sophie Anna	De Soto, Mo.	General
King, Eliot Lester	Knoxville, R. D. 10	General
Kite, George Reuben	Mosheim	General
Lewis, Walter Sterling	Fountain City, R. D. 4	General
McCall, Newton Sheddan	Maryville	Science
McCurry, Eula Erskine	Maryville	General
Montgomery, Emma Victoria	Bellingham, Wash.	General
Pardue, Lena Frances	Sweetwater	General
Rogers, Loma Lavyta	Jellico	General
Ross, Jesse Barrance	Cascilla, Miss.	General
Simpson, George Ella	Rowland	Bible Training
Sizer, Marion Floyd	Philadelphia	Science

Stark, Margaret Lenore	Chattanooga	General
Sutton, Marguerite	Chattanooga	Modern Languages
Trent, Naomi Elizabeth	Maryville	Home Economics

COLLEGE SPECIAL STUDENTS

Brothers, Edith Mae	Gallipolis, O.	Music
Caldwell, Martha Elizabeth	Maryville	Home Economics
Caldwell, Mary Ellen, B.A.	Maryville	Home Economics
Carson, Ruth Rankin, B.A.	Maryville	Home Economics
Chiles, William Wallace	Buckner, Mo.	General
Darby, Lula Graham	Maryville	Home Economics
Davis, Marie Kastner	Maryville	Home Economics
DeArmond, Ray	Maryville	Home Economics
Fanson, Anna Ethel, B.A.	Assumption, Ill.	Expression
Green, Susan Allen, M.A.	Wakefield, Mass.	Home Economics
Hale, Laura Belle	Upper Sandusky, O.	Home Economics
Hall, Mary Venita	Maryville	Music
Henry, Lavona Azalia	Maryville	Home Economics
Hunter, Nellie Griggs	Elizabethton	Home Economics
Jewell, Mary Eva	Maryville	Home Economics
Kiefer, Arthur Samuel, B.S.	Columbus, O.	Music
Logan, Onessus Horner	Persia	General
McNaughton, Florence Gertrude	Maryville	Home Economics
Martin, Arda Nita	Pioneer, O.	Home Economics
May, Margaret Eunice	Maryville	Music
Porter, Edna Patterson	Pittsburgh, Pa.	General
Post, Alfred Andrews	Maryville	Bible Training
Rankin, Mary Kate, B.A.	Dandridge	Music
Reagan, Madge Tipton, B.A.	Maryville	Music
Robertson, Grace Drennan, B.A.	Maryville	Home Economics
Rough, Celia Ellen	Oakland City, Ind.	Music
Ryland, Helena Mabel, B.A.	Maryville	Home Economics
Snodgrass, Lida Pryor	Maryville	Home Economics
Spencer, Gertrude Carruth	Maryville	Home Economics
Staater, Zanna	Bluffton, O.	Home Economics
Walker, Edna Zimmerman, Ph.B.	Maryville	Home Economics
Wilson, Hattie Melissa	Maryville	Home Economics
Wilson, Olive More, B.A.	Maryville	Home Economics

Preparatory Department

FOURTH YEAR CLASS

Avery, Allen Steinwehr	Rockwood	Classical
Ball, Cora Belle	Ages, Ky.	Classical
Brown, Curtis Wraxle	Maryville	General
Brown, Horace Earl	Maryville	Classical
Brown, Theron Nelson	Maryville, R. D. 5	General
Burchfiel, Artice Otto	Dandridge	General
Carpenter, Della	Peoples, Ky.	Classical
Carter, William Jackson	Jonesboro	Classical
Corry, Annie Irrovia	Siloam, Ga.	Classical
Coykendall, Edith Barker	Fountain City, R. D. 1.	Classical
Dillingham, Leonore Belle	Dillingham, N. C.	General
Dolvin, Agnes Irene	Siloam, Ga.	Classical
Gallion, Hood Franklin	Jefferson City	General
Gamble, Helen	Maryville	Classical
Georges, Joel Samuel	Ourmiah, Persia	Classical
Gibbons, Eldred Harris	Maryville	General
Gibson, William	Elk Valley	Classical
Goddard, Mary	Maryville	General
Hall, William Kelley	Austin, Tex.	Classical
Hamilton, Mattie	McKenzie	Classical
Hamilton, Vincent Baker	Church Hill	Classical
Henry, Nancy Cordelia	Cosby, R. D. 1.	Classical
Howard, John Zollicoffer	Cookeville	Classical
Howell, Stacey Francis	Snow Shoe, Pa.	Classical
Huff, Edmond Jeremiah	Harlan, Ky.	Classical
Jackson, Elizabeth Lucretia	Friendsville	Classical
James, Elijah Elihu	Maryville, R. D. 6.	Classical
Kellam, Perry Alexander	Marvel, Ala.	Classical
Kiger, John Herbert	Wheeling, W. Va.	Classical
Lecks, Fred Henry	Palatka, Fla.	General
Lewis, Helen	Biloxi, Miss.	Classical
McClary, Samuel Washington	Ocoee	Classical
McGranahan, Isabel	Knoxville	Classical
Marshall, Alexander B.	Port Chester, N. Y.	Classical
Martin, Kenneth Lee	Maryville	Classical
Moore, Walter William	Ocoee	Classical
Morris, Thomas Roland Karr	Marion, N. C.	Classical
Moulton, Denzil William	Fall Branch	Classical
Peterson, Frederic Cornelius	Asheville, N. C.	Classical
Porter, Kathleen Querida	Campinas, Brazil	Classical

Rice, Mabel Dorothy	Seven Mile, O.	Classical
Robinson, Eugene Deadrick	Newport	General
Runyan, Vola Belle	Sevierville	Classical
Russell, Cassie Louise	Rockford	General
Sharp, Mitchell Raymond	South Knoxville	Classical
Sherrod, Clifford Carter	Louisville	Classical
Slatery, Floyd Alexander	Knoxville, R. D. 10.	Classical
Slatery, Patrick Henry	Knoxville, R. D. 10.	Classical
Stump, Ugee	Flat Woods, W. Va.	Classical
Taylor, Turney Allen	Fayetteville	General
Thurmond, Enos Cyrus	Friendship	Classical
Towe, Durward Norfleet	Chapanoke, N. C.	Classical
Walker, Elsie Harriet	Maryville	General
Webb, Ocey Blanche	Townsend	Classical
Wells, Edna Barron	Bullsgap	Classical
Wilbanks, Agnes	Lavonia, Ga.	General
Wilbanks, Marion Wilder	Lavonia, Ga.	General
Wilkinson, Carrie Tipton	Maryville, R. D. 6.	Classical
Wilkinson, Margaret Catharine	Maryville, R. D. 6.	

THIRD YEAR CLASS

Baird, Daniel	Elk Valley	Classical
Beeler, Lola Frances	Powder Springs	Classical
Belt, Robert LeRoy	Wellsville	Classical
Brewer, Sallie Belle	Walland, R. D. 1.	Classical
Brown, Elmer McIlvaine	Maryville, R. D. 5.	Classical
Buchanan, Percy Wilson	Kobe, Japan	Classical
Butler, Bruce Chapman	Cosby, R. D. 2.	Classical
Callahan, George Brandle	Erwin	Classical
Carter, Lee McKinley	Jonesboro	General
Caughron, John	Walland	Classical
Caughron, Samuel Jackson	Walland	General
Clemens, Robert Broady	Maryville	General
Cochrane, Annie Corinna	Charlotte, N. C.	General
Cody, Edward Franklin	Meridian, Miss.	Classical
Cook, James Milton	Erwin	Classical
Cooper, Cedric Bittle	Maryville	General
Creswell, Mary Davis	Maryville	General
Cross, Lee M.	Harriman, R. D. 4.	Classical
Dawson, Elsie Elmore	South Knoxville	General
DeLozier, Joseph Luther	Maryville	Classical
DeLozier, William Ronda	Maryville	Classical
Dillow, Paul Ancil	Jonesboro, R. D. 11.	Classical

Dorton, Bessie Foster	North Chattanooga	Classical
Enloe, Herbert Carlyle	Judson, N. C	Classical
Fogleman, Gustavus Allen	Louisville, Ky	Classical
Foster, Samuel Ray	Maryville	Classical
Frow, John Thomas	Maryville, R. D. 2	General
Garrison, Allen Norton	Bowling Green, Ky.	Classical
Garrison, Dwight Norton	Bowling Green, Ky.	General
Gillespy, George Benton	Walland	Classical
Goodall, William Thomas	Lebanon	Classical
Greene, Freeman A	Mooresburg	Classical
Haddox, Thomas Rollen	Knoxville, R. D. 3	Classical
Haddox, Troy Mae	Knoxville, R. D. 3	Classical
Hakanson, Charles Errol	Mobile, Ala	Classical
Harris, John Wesley	Maryville	Classical
Hernandez, Pedro José	Havana, Cuba	Classical
Hickman, Clyde	Knoxville	Classical
Huffman, Bernard Leslie	Normandy	Classical
Huffstetler, Verni Princeton	Maryville, R. D. 7	General
Hunt, Meredith Clyde	Chattanooga	Classical
Huskey, Isaac Lemon	Cosby, R. D. 3	Classical
Jackson, Jessie Wingo	Tryon, N. C	Classical
Kelly, Roy Melvin	Everetts, Ky	Classical
Kidder, Paul Henry	South Knoxville	Classical
Lawson, Melvin Early	Sevierville, R. D. 7	Classical
Legg, John Wallace	Straw Plains	Classical
Lent, Elizabeth	Sorrento, Fla	Classical
Long, Joel Bratcher	Oliver Springs	Classical
McCurry, Addie Mae	Mosheim, R. D. 2	General
McGinley, Raymond Cuthbert	Independence, Mo	Classical
McNutt, Mary Lawson	Maryville	Classical
Marthens, Bradley Foster	Knoxville	Classical
Martin, James	Mansfield, O	Classical
Mitchell, Ernest Ray	Erwin	Classical
Morrison, John Jay	Cairo, W. Va	Classical
Mullineaux, Katherine Virginia	Gallipolis, O	Classical
Ogle, Edgar Hugh	Maryville	Classical
Parker, Helen Corrie	Louisville, R. D. 2	General
Peery, James Harvey	Maryville	Classical
Price, Albert Marvin	Huntington, W. Va.	Classical
Proffitt, Lillian Marie	Bald Creek, N. C	Classical
Pryor, Sherman Otis	Maryville, R. D. 8	General
Quinn, Ruth Kate	Lancing	Classical
Robinson, John Bollinger	Patton, Mo	General

Russell, Nelle Margaret	Rockford	Classical
Sentelle, Henry Lea	Greeneville	Classical
Simmons, Charles Wesley	Johnsonville	Classical
Smith, Ada Frances	Morristown, R. D. 7	Classical
Stanton, Oscar	Marshall, N. C.	Classical
Stephens, Cora Anne	Knoxville	General
Stephens, Noble Henderson	Yamacraw, Ky.	Classical
Stinnett, Sarah Anne	Townsend	Classical
Sullinger, Marguerite	Maryville	Classical
Tarnawsky, Alexander	Auburn, N. Y.	Classical
Thistle, Jessie Aurilla	Franklin, O.	Classical
Warren, Cecil Rhea	Fall Branch	Classical
Webb, Dixie Lee	Sevierville	Classical
Wells, Mary Ruth	Bullsgap	Classical
West, Clyde Eckles	Maryville, R. D. 4	General
Whetsell, Tressie Elizabeth	Maryville, R. D. 5	General
White, Martha Irene	Powder Springs	Classical
Whitehead, Stanley Herman	Erwin	Classical
Williams, Eugene Monroe	Maryville	General
Wilson, Lamar Silsby	Maryville	Classical
Wilson, Nellie Mae	New York, N. Y.	General

SECOND YEAR CLASS

Anderson, Mary Rhea	Maryville	Classical
Anderson, William Harris	Maryville	Classical
Andrews, Mary Idelia	Atlanta, Ga.	General
Armstrong, Stanley Morton	Detroit, Mich.	General
Bird, Frederick Augustus	Marion, N. C.	Classical
Bryson, Tula Mae	Whitwell	Classical
Buchanan, May Elsie	Kobe, Japan	Classical
Burns, Cora Silvara	Freehold, N. J.	Classical
Byrne, Will Herman	Gainesboro	Classical
Caldwell, Edith Fawn	Maryville	Classical
Caldwell, Edward Alexander	Maryville	Classical
Caldwell, Ruth Odessa	Louisville, R. D. 2	Classical
Calloway, Lula May	Maryville	General
Cody, Robert Alexander	Meridian, Miss.	Classical
Coles, Bernice Mae	Gainesville, Fla.	General
Damiano, Carl Eugene	Fairmont, W. Va.	General
Ellis, Elizabeth	Maryville	Classical
Flannery, Elmo	Berea, Ky.	General
Ford, Hobart	Browns	Classical
Ford, Rufus	Naillon	Classical

Fuller, Della Elizabeth	Nashville	General
Gillespie, Flora Elizabeth	Walland	Classical
Greenlee, Ruth McIntire	Old Fort, N. C.	Classical
Greenlee, Thomas James	Old Fort, N. C.	Classical
Guess, Robert Ballenger	Charleston, S. C.	General
Harper, Thomas Collier	Louisville	Classical
Harrison, Wallace	Maryville	Classical
Hemphill, Idella	Morris, Ala.	Classical
Hershey, Fay Broady	Maryville	General
Hite, John Sidney	Fairfield, Va.	Classical
Huber, Frank Xavier	Newark, N. J.	Classical
Huskey, Sara Effie	Cosby, R. D. 3.	General
Jackson, Eula Marion	Maryville	Classical
Jenkins, Roy	Scranton, Pa.	Classical
Jones, Bess Dale	Farrell, Miss.	Classical
Latimer, Charles Yeatman	Lancing	Classical
Lawson, Enola Gertrude	Maryville	Classical
Lequire, Jennie Belle	Walland	Classical
Lewis, Fred Cornett	Harlan, Ky.	General
Little, Nancy Lorena	Claremont, N. C.	General
Love, Mamie Mae	Spring Place, Ga.	Classical
Loy, Jessie Beatrice	New Market	General
McCall, Ruth	Knoxville, R. D. 10.	Classical
McCall, Stella Love	Maryville	Classical
McMahan, Gladys	Sevierville	Classical
McNutt, Robert Lyle	Maryville	Classical
Marshall, Beatrice Ione	Port Chester, N. Y.	Classical
Masters, William Bradley	Brumett, N. C.	Classical
Maxwell, Stewart William	Indianapolis, Ind.	Classical
Middleton, Lucile	Marfa, Tex.	Classical
Mynatt, Hoke Lee	Luttrell	Classical
Newman, Luther Byron	Chaska	Classical
Nicely, Lula Virginia	Washburn	General
Phipps, Mary Clarice	Dalton, Ga.	General
Porter, George Curtis	Pittsburgh, Pa.	Classical
Quinn, Ray B.	Lancing	General
Rawls, Charles Kelso	Fayetteville	General
Rogers, Alma Marion	Mooresburg	Classical
Rogers, Jennie Mae	Mooresburg	Classical
Ross, Tennie	Mint	Classical
Russell, Nancy Aileen	Rockford	Classical
Scarborough, Mary Bessie	Maryville	General
Seaton, Rebecca Alene	Maryville	Classical

Slaughter, Kyle	Fordtown	Classical
Smith, Mary Matilda	Maryville	Classical
Smith, Nannie Mae	Smith, Ky.	Classical
Smith, Robert	Livingston	Classical
Spurgeon, Frank Howell	Rankins	General
Staten, Clarence	Bristol	Classical
Stearns, William Edgar	Maryville	Classical
Tedford, Hugh Craig	Maryville, R. D. 2	General
Tetedoux, Genevieve Apolline	Norwood, O.	Classical
Tipton, Minnie Mae	Seymour, R. D. 3	Classical
Toomey, Fred Barthell	Helenwood	Classical
Tucker, DeWitt	Erwin	Classical
Turner, Allen Augustus	Maryville, R. D. 1	Classical
Walker, Julia Anna	Maryville, R. D. 5	General
Waller, Jane Knox	Maryville	Classical
Weisbecker, Homer George	Fort Wayne, Ind.	Classical
Whetsell, Louisa Pearl	Maryville, R. D. 5	Classical
Williams, James Crawford	Cosby, R. D. 3	Classical
Williams, Rachel Mayme	Maryville, R. D. 4	Classical
Williams, Richard Hobart	Maryville	General
Young, Ralph Abraham	Brooklyn, N. Y.	Classical

FIRST YEAR CLASS

Alexander, James Vance	Morganton, N. C.	General
Anderson, Mildred McElwee	Rockford, R. D. 1	Classical
Armstrong, Kate Relda	Greenback	Classical
Atchley, Dewey Olcott	Maryville	General
Ballard, Earl	Louisville	Classical
Barker, John Lewin	Maryville	General
Bassel, Mary Elizabeth	Maryville	Classical
Beason, Lawrence William	Wilkesboro, N. C.	General
Beaty, Holland	Conasauga	Classical
Beeler, Anna Constance	Washburn	Classical
Bell, Roy Nathaniel	Mount Sterling, N. C.	Classical
Bicknell, Robert Cooke	Maryville	Classical
Bird, Kenneth	Maryville	Classical
Boles, Herbert Clifford	Boatland	Classical
Boring, Laura Maria	Rasar	General
Bost, Nancy Lee	Claremont, N. C.	General
Bowers, Edward Lockett	Maryville, R. D. 4	Classical
Brewer, Mildred Edna	Walland, R. D. 1	Classical
Brown, Clay	Browns	Classical
Brown, Stacie Pauline	Tampa	Classical

Brown, William Franklin	Kingston	General
Brumit, Lester King	Elizabethton	General
Buckner, Claude	Maynardville	Classical
Burchfield, Luther Daniel	Maryville	Classical
Burgin, Charles Ashworth	Waynesville, N. C.	General
Cates, Charles Merritt	Maryville	Classical
Catlett, Benton	Boyds Creek	Classical
Chandler, Ernest Gallion	Harriman	General
Chandler, John Richard	Maryville	Classical
Chandler, Margaret McElwee	Maryville	Classical
Clabough, Blanche	Sevierville	General
Clark, Lillian Marie	Maryville	Classical
Clemens, Charles Royster	Maryville	Classical
Clouse, Robert McKinley	Graysville	Classical
Cochran, Edward Russell	Arden, N. C.	General
Coleman, Milard Marcus	Ocoee	General
Coles, Harold Lewis	Gainesville, Fla.	Classical
Cooper, Thelma Beatrice	Maryville	Classical
Copeland, Frances Imogene	Monterey	Classical
Copeland, Mayble Elizabeth	Monterey	Classical
Copp, John Archibald	Philadelphia, Pa.	Classical
Corley, George William	Alexandria	General
Coulter, Floyd Wendle	Walland, R. D. 2	General
Coulter, Hassie Etta	Maryville	General
Coulter, James Abe	Maryville	General
Coulter, Theodore Monroe	Walland, R. D. 1	Classical
Curry, Sylvia Evangeline	Dorothy, W. Va.	Classical
Davis, James Alfred	Maryville	General
Davis, Mary Ida	Maryville	Classical
Dean, Horace Stewart	Sidney, O.	Classical
Dennis, James Alonzo	Cosby	Classical
Dolvin, Mary Key	Siloam, Ga.	Classical
Duckett, Jessie May	Spring Creek, N. C.	General
Duncan, Charles Clifford	Mohigan Lake, N. Y.	General
Ehrhardt, Nevah Rhea	Rochester, N. Y.	Classical
Eitner, Dewey William	Sorrento, Fla.	Classical
Ellis, Charles Francis	Maryville, R. D. 5	Classical
Everett, James Houston	Maryville	Classical
Everett, Tressie	Maryville	General
Everett, Vivian Vaughan	Maryville	Classical
Farmer, Nathan	Walland	Classical
Faubion, Mary Wood	Maryville, R. D. 8	Classical
Feeman, Harry William	Pine Grove, Pa.	General

Feezell, George King	Maryville	General
Fillers, Zola Bird	Greeneville	Classical
Florence, William Lloyd	Lincolnton, Ga.	General
Ford, Bertie Elizabeth	Crestmont, N. C.	Classical
Forsberg, Charles Eberhard	Marquette, Mich.	Classical
Frazier, Frank Stanley	Leas Springs	General
Frow, Robert Porter	Maryville, R. D. 2	General
Gamble, Gertrude Ethel	Seymour, R. D. 3	Classical
Gamble, Iva Mae	Seymour, R. D. 3	General
Gamble, Ruth	Maryville	Classical
Garmendia, Benito Cornelio	Palos, Cuba	General
Garner, Hugh	Maryville	Classical
Garner, John	Maryville	General
Gibbons, Averell Schell	Maryville	General
Gillespie, Helen Cowan	Walland	Classical
Goddard, Helen	Maryville	Classical
Grant, Erma Dell	Dorothy, W. Va.	Classical
Grant, Lloyd Earl	Dorothy, W. Va.	Classical
Grant, Morris Hobart	Maryville, R. D. 8	General
Gratiot, Jules DeMun	Kirkwood, Mo.	Classical
Graves, Elmer Wesley	Maynardville	Classical
Green, Bidge McKinley	Crestmont, N. C.	General
Greene, George Rufus	Montgomery, Ala.	Classical
Gregory, Callie Angeline	Maryville	General
Griffith, Minnie Belle	Tampa	General
Griffitts, Gaynell	Maryville	Classical
Griffitts, Margaret Ellen	Mint	General
Griffitts, Robert	Concord	General
Hale, George Lafayette	Russellville	Classical
Hale, John Henry	Murphy, N. C.	General
Harrison, Neva	Maryville	Classical
Hatcher, Bernard	Knoxville	Classical
Henry, George Tillman	Cosby, R. D. 1	General
Henry, James William	Waynesville, N. C.	General
Henry, Jonnie Belle	Maryville	Classical
Hernandez, Manuel Maria	Palos, Cuba	Classical
Hitch, Mary Tennessee	Louisville, R. D. 2	General
Hitch, Mildred	Louisville, R. D. 2	Classical
Howard, Lillian Anne	Mint	General
Howard, William Roy	Farner	General
Howison, Allan Drew	Blountville	Classical
Huffstetler, Ella Lillian	Maryville	General
Hurst, Rella Victor	Sevierville, R. D. 8	Classical

Hutchens, Lucius Eldridge	Maryville, R. D. 3	Classical
Jackson, Eugene Harris	Asheville, N. C.	General
James, Carrie Dorcas	Maryville, R. D. 6	General
James, Emma Mae	Maryville, R. D. 5	Classical
James, Maud Mary	Maryville, R. D. 5	Classical
James, Rosalee	Maryville, R. D. 5	Classical
James, Susan Cadell	Maryville, R. D. 6	General
Jenkins, Mertie Lucinda	Louisville	General
Johnson, Herman	Maryville	Classical
Jones, Edwin Leslie	Charlestown, Ind.	Classical
Jones, George Donald	New Market, Ala.	General
Kays, Guido Fleetwood	Gladstone, Mo.	Classical
King, Earl C.	Louisville	Classical
King, Frank B.	Greenback	General
King, Raymond McKinley	Louisville	Classical
Kirkgard, Henry George	Dallas, Tex.	Classical
Kittrell, Beulah Mae	Maryville	General
Lambert, Annis Algia	Maryville	Classical
Lane, Troy Butler	Maryville, R. D. 2	General
Larmer, Eula Lee	Mooresburg	General
Lawson, Ora Rebecca	Sevierville, R. D. 7	Classical
Layman, Morton Briscoe	Sevierville	Classical
Leach, Isabel Ruth	Maryville	General
Leach, Lillian Lochiel	Maryville	General
Lequire, Lucy Jane	Maryville, R. D. 6	General
Leyshon, Harold Irwin	Westbourne	Classical
Litterer, Mary Evans	Maryville	Classical
McCall, Helen Carolyn	Maryville	Classical
McCall, Roy Alexander	Maryville	General
McClary, Luke Webster	Ocoee	Classical
McConnell, Lonnie Catlett	Maryville	General
McCulley, Mary Florence	Maryville, R. D. 2	General
McCulloch, Thomas Leonard	Maryville, R. D. 6	General
McGaha, Milford Edgar	Cosby, R. D. 3	General
McGinley, Elizabeth	Maryville	Classical
McGinley, Mamie Elizabeth	Maryville, R. D. 5	Classical
McGinley, Nannie Barum	Maryville, R. D. 5	General
McGinley, William Robert	Maryville	General
McMahan, Iva	Crestmont, N. C.	Classical
McMurray, Annie Elma	Maryville	General
McMurray, Jonnie Foute	Maryville	Classical
McNeilly, Ethel Massila	Maryville, R. D. 5	General
McNutt, Grace Azalia	Maryville	Classical

Martin, Verna Violet	Maryville	General
May, Montgomery	Maryville	Classical
Means, Charles Carlyle	Maryville	General
Merwin, William Stage	New Kensington, Pa.	Classical
Miller, Esther	Maryville, R. D. 5	General
Miller, Helen Josephine	Marshall, N. C.	Classical
Mingis, Gladys Edwina	Ozone	General
Mitchell, James Jasper	Maryville, R. D. 8	Classical
Montgomery, Hettie Sue	Maryville	Classical
Montgomery, John Edward	Knoxville, R. D. 10	Classical
Morton, Edna Susan	Maryville	Classical
Murray, James Andrew	Glen Alice	Classical
Murrell, Jesse Borton	Rogersville	Classical
Neil, Clyde Sam	Sunbright	General
Niles, John Henry	Ozone	General
Oliver, Harold Thornley	Maryville	Classical
Pack, Ronald Arthur	Prendergast	Classical
Pack, Wayne Gillespie	Prendergast	General
Panther, Ernest	Johnson City	General
Parker, Ruth Elizabeth	Maryville	General
Parrott, Charles Eugene	Newport	Classical
Pate, Vera Mae	Maryville	Classical
Patterson, Oda Lee	Sevierville	Classical
Patton, Lucile Fitzgerald	Crab Orchard	Classical
Phillips, Hugh Kyle	Rutledge	Classical
Potter, Andrew Bryan	Jamestown	Classical
Randolph, Esther Belle	Philadelphia	Classical
Reagan, Myrtle Elnora	Maryville	Classical
Reynolds, James Ninmen	Buckeye	General
Rhea, Hazel May	Maryville	Classical
Rogers, John Ernest	Mooresburg	Classical
Rowan, James Victor	Maryville	Classical
Samsel, Maude Opie	Tate	Classical
Sawyer, Edgar Harold	Farm School, N. C.	Classical
Sherrill, Ben Willard	Granite Falls, N. C.	Classical
Sims, William Lester	Apison	General
Smith, Anna Lou	Stearns, Ky.	Classical
Smith, Mae Frances	Stearns, Ky.	Classical
Smith, Mary Beatrice	Smith, Ky.	General
Steele, Aubrey David	Rankins	General
Stinnett, Mildred	Townsend	Classical
Story, Samuel Burrow	Kissimmee, Fla.	Classical
Teffeteller, Luther	Maryville	General

Thomas, Laura Alberta	Ozone	General
Thompson, Mary Kathleen	Maryville, R. D. 5	Classical
Tillery, Mildred Irene	Etowah	Classical
Tipton, Annie	Townsend	Classical
Toole, Cassie Lucile	Louisville, R. D. 2	Classical
Towe, Edgar Boothe	Chapanoke, N. C.	General
Trotter, Charles Earl	Maryville	General
Trotter, Emma Ona	Maryville	Classical
Trotter, Jonnie Alice	Maryville	Classical
Vaughn, James Howard	Maxeys, Ga.	Classical
Walker, Hazel Blanche	Maryville, R. D. 1	Classical
Walker, Vertie Gertrude	Maryville, R. D. 6	Classical
Walker, Thomas Howard	Maryville, R. D. 6	Classical
Waller, Martha Louise	Ashburn, Ga.	General
Wallin, William Haynes	Big Laurel, N. C.	General
Ward, Thomas Stephen	Sevierville	Classical
Waters, James Martin	Walland	Classical
Waters, Mae	Maryville	General
Webster, William Arthur	Maryville	General
Wells, Arthur Eugene	Maryville	Classical
West, Frances Eliza	El Paso, Tex.	General
White, Alsop	Maryville, R. D. 6	Classical
Whitehead, Mary Emma	Tate	General
Williams, Budd	Martha, Pa.	General
Williams, James Kinard	Birmingham, Ala.	Classical
Williams, Matilda Belle	Maryville, R. D. 4	Classical
Wright, Emily Oliver	Augusta, Ga.	Classical
Yearout, Cora Rankin	Maryville, R. D. 2	Classical

PREPARATORY SPECIAL STUDENTS

Black, Will Campbell	Canyon, Tex.	General
Bogle, Jennie Tunnell	Maryville, R. D. 4	Home Economics
Brown, Margaret Luella	Maryville, R. D. 5	Home Economics
Byrum, Edna Amelia	Lenoir City	Music
Cartwright, Louise Virginia	Chattanooga	General
Cates, Charlotte Wilkinson	Maryville, R. D. 3	Art
Catlett, Jonnie Willie	Maryville, R. D. 4	Music
Clark, Ione Elizabeth	New Decatur, Ala.	Music
Clarke, Theora Bowls	Heiskell	Music
Clemens, Adeline Turrell	Maryville	Home Economics
Copeland, Anna Mary	Monterey	Music
Decker, Winifred Joy	Crestmont, N. C.	Music
Deyton, Jason	Forbes, N. C.	General

Engle, Marion Isabelle	Cleveland, O.	Music
Enloe, Nell Howard	Wedowee, Ala.	Home Economics
Fisher, Adail	Concord, N. C.	Expression
Fox, Blannie Edith	Powell Station	Music
Frazier, Annie Lee	Nashville	Expression
French, Helen Margaret	Maryville	Music
French, Vaughtie McReynolds	Maryville	Home Economics
Griffith, Nora Lee	Oliver Springs	Home Economics
Haddox, Gladys Virginia	Knoxville, R. D. 3	Music
Hawkins, Hettie	Maryville	Music
Henry, Mary Elizabeth	Maryville	Music
Hite, Maude Clemence	Fairfield, Va.	Music
Lippard, Bride Eleanor	Barium Springs, N. C.	Music
McKoy, Charlotte Lillian	Old Fort, N. C.	Music
McMurray, Thomas Roy	Maryville	General
McNutt, Mattie Evelyn	Maryville	Home Economics
McTeer, Wilson	Maryville	Music
Martin, Alta Willard	Maryville	Music
Massengill, Flora Jane	Piney Flats	Home Economics
Tipton, Nellie Verna	Maryville	Music
Walker, Estelle	Maryville, R. D. 1	Art
Wilson, Beatrice Ruth	Ashland, Ala.	Expression
Wilson, Nelle Edith	Maryville	Expression
Yearout, Pearl Mae	Maryville, R. D. 2	Home Economics

SUB-PREPARATORY CLASS

Billings, Clyde	Kingston
Blackburn, Benjamin Ross	Jefferson City, R. D. 1
Boring, Clara Ellen	Rasar
Brown, Neal Harris	Kingston
Caldwell, Harry	Maryville
Caldwell, Mattie Cordelia	Walland
Copeland, Susie Katherine	Monterey
Dunlap, Lillian Lucile	Maryville
Dunlap, William Oliver	Maryville
Ellis, Edith Louise	Maryville
Garner, Jessie	Maryville
Gose, Robert Clayton	Lone Mountain
Hammontree, Fred Elmer	Greenback
Harrison, Frank Erastus	Maryville
Harrold, Edwin Michrel	Wilkesboro, N. C.

Henry, Clifford Hugh.....Rockford
Henry, Herman Baker.....Rockford
Hill, Howard Terelius.....Maryville
Huffstetler, Walter Earl.....Knoxville, R. D. 3
Jarrell, Minnie Agnes.....Jarrolds Valley, W. Va.
Lawson, Otha Merle.....Maryville
Moore, Horace Strong.....Maryville
Myers, Laura Estella.....Cades Cove
Nuchols, John Elijah.....Maryville, R. D. 5
Owsley, Samuel Everett.....New Market, R. D. 3
Rason, Verne.....Maryville, R. D. 6
Reagan, Ruth.....Maryville
Sawyer, Carl Mitchell.....Farm School, N. C.
Seaton, Alfred Leo.....Maryville
Shelby, Ozie Houston.....Jemison, Ala.
Smith, Calvin Marcellus.....Rutledge
Steele, Zora Lottie.....Rankins
Thurman, Victor Alonzo.....Sevierville
Tipton, Beulah.....Seymour
Tipton, Johnnie.....Townsend
Walker, Joe Leslie.....Maryville, R. D. 3
Ward, Dixie Nannie.....Newport
Whetsell, Jessie Mae.....Maryville, R. D. 5
Whetsell, Martha Nell.....Maryville, R. D. 5
White, Bessie Ruth.....Walland
Yearout, Callie Edna.....Maryville, R. D. 3

SUMMARY OF ENROLLMENT

CLASSIFICATION BY DEPARTMENTS

College Department	278
Preparatory Department	486
Sub-Preparatory	41
Total	805

CLASSIFICATION BY STATES

Alabama	29	Oklahoma	3
Florida	10	Pennsylvania	15
Georgia	16	South Carolina	3
Illinois	5	Tennessee	535
Indiana	16	Texas	9
Kansas	2	Utah	1
Kentucky	17	Virginia	2
Maine	1	Washington	1
Massachusetts	1	West Virginia	12
Michigan	4	Brazil	2
Mississippi	7	China	1
Missouri	13	Cuba	3
New Jersey	6	Japan	2
New York	12	Persia	1
North Carolina	53	Scotland	1
Ohio	21	Spain	1

Total number of students	805
Total number of States and countries	32

CALENDAR FOR 1916-1917

FALL TERM

1916

Sept. 12, Fall Term begins.....Tuesday
Nov. 30, Thanksgiving .....Thursday
Dec. 18, 19, 20, Examinations .....Monday-Wednesday
Dec. 20, Fall Term ends.....Wednesday

WINTER TERM

1917

Jan. 2, Winter Term begins.....Tuesday
Jan. 10, Meeting of the Directors, 8:30 a. m.....Wednesday
Mar. 21, 22, 23, Examinations .....Wednesday-Friday
Mar. 23, Winter Term ends.....Friday

SPRING TERM

Mar. 27, Spring Term begins.....Tuesday
June 3, Baccalaureate Sermon.....Sabbath
June 3, Address before the Y. M. C. A. and Y. W. C. A.....Sabbath
June 4, 5, 6, Examinations .....Monday-Wednesday
June 6, Class Play, 7:30 p. m.....Wednesday
June 7, Meeting of the Directors, 8:30 a. m.....Thursday
June 7, Commencement, 10 a. m.....Thursday
June 7, Annual Alumni Dinner, 12 m.....Thursday
June 7, Social Reunion, 8 p. m.....Thursday

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